DOCUMENT RESUME

ED 071 418 EM 010 660

TITLE	Media Duplication and Distribution Service. Video Tape Catalog.
INSTITUTION	New York State Education Dept. , Albany. Bureau of Mass Communications.
PUB DATE	Sep 72
NOTE	146p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Art Education; Business Education; Catalogs; Child Development; Communication (Thought Transfer); Drug Education; *Dubbing; Environmental Education; *Film Libraries; Foreign Language Films; Health Education; Literature; Music Education; Philosophy; Safety Education; Sciences; Social Studies; Special Education; Theater Arts; *Video Tape Recordings

ABSTRACT

A duplication-to-order system is described in which the user's program selections from state-owned videotaped materials are copied according to individual preference for arrangement of materials on each reel. Detailed procedures for the use of the service are provided first; the rest of the document is a catalog of the videotapes which are available to be copied. Videotapes are listed under subject category with information about their production, title, length, audience, and content. (SH)

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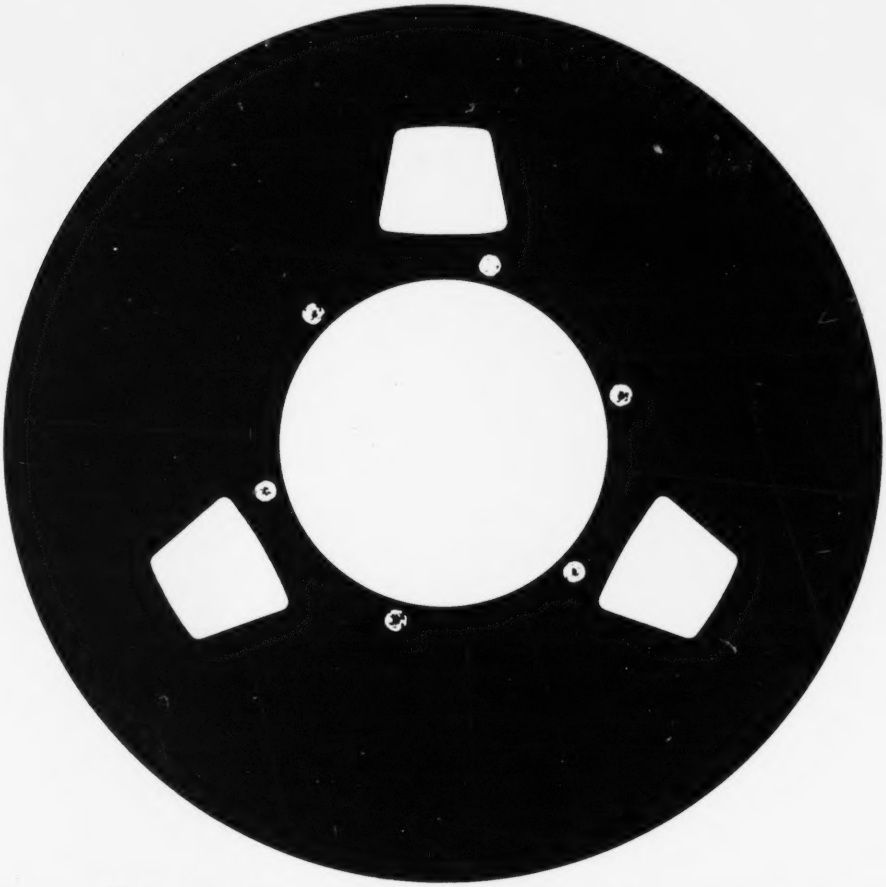

Duplication & Distribution Service

VIDEO TAPE CATALOG

EM 010 660

Media Duplication and Distribution Service

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EDUCATION & WELFARE
OFFICE OF EDUCATION
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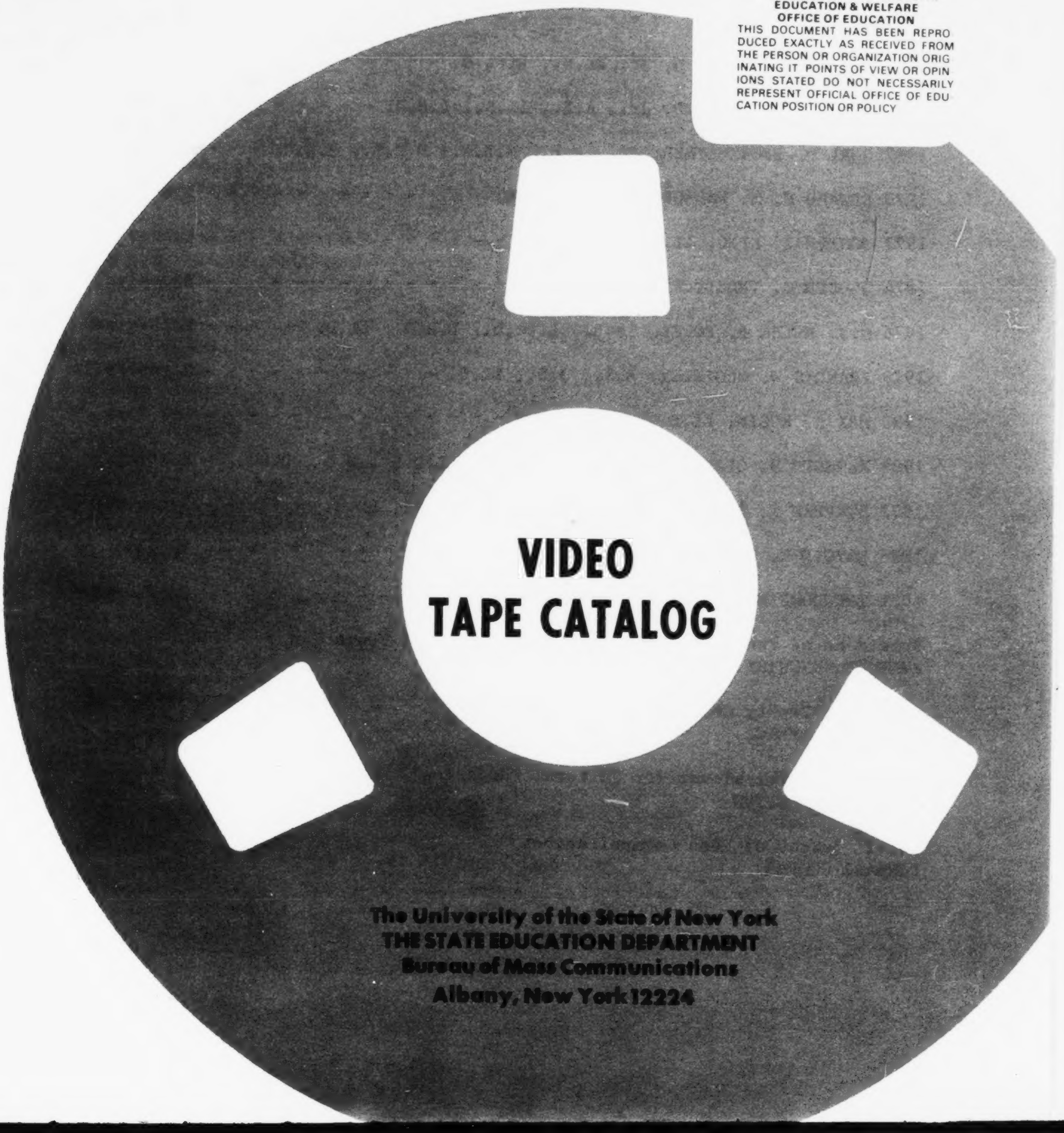

VIDEO TAPE CATALOG

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Mass Communications
Albany, New York 12224

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University (with years when terms expire)

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CHANCELLOR - New York

1985 EVERETT J. PENNY, B.C.S., D.C.S.
VICE CHANCELLOR - White Plains

1978 ALEXANDER J. ALLAN, Jr., LL.D., Litt.D. - - - - - - - - - - - - - Troy

1973 CHARLES W. MILLARD, Jr., A.B., LL.D., L.H.D. - - - - - - - - - Buffalo

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THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

EDUCATIONAL-MEDIA MATERIALS VIDEO TAPE DISTRIBUTION SERVICE

For the past several years we have been attempting to expand and improve the system through which State-owned video taped materials are made available to educational institutions. We have implemented a duplication-to-order system in which the user's program selections will be copied according to individual preference for sequence and arrangement of materials on each reel. The user is expected to ship sufficient raw stock tape to provide for all programs ordered. The user assumes responsibility for providing raw stock that he deems appropriate for a program whether it be new or used.

With the exception of PACT (Programming Aid from Commercial Television) materials, there will be no requirement to return program tapes to the Department after use. The user may retain the materials or erase them as he sees fit. It is possible that because of copyright restrictions attendant to each program the user will be asked by the Department to erase certain programming at some point in time. It is, of course, expected that all users will honor such requests when and if they come and will abide completely by such procedural rules.

Because of the conditions of the agreement between the commercial television stations and the Education Department regarding the use and accountability of PACT materials, the user must accept the responsibility for honoring our request for return of specifically identified recorded materials at the end of each school year so that we may live up to our accounting and reporting agreements with the commercial stations. Naturally, all tape will be returned to the user after it has been accounted for.

Let me invite your attention to our ordering procedure. If, after inspecting our new order forms, you conclude that the user is expected to do most of the work of preparing labels, confirmation data, and file copies, your conclusion will be quite correct. Because of our staff and time limitations, we feel that our service will function much more satisfactorily if clerical functions are divided among the users. In so doing we feel we can eliminate much time-consuming activity here in the Department while adding very little in the way of extra work to each user.

I know that you will find this system to your liking and that we will be able to serve your educational needs better than ever before. I assure you that the staff and I are dedicated to making the Media-Materials Distribution Service the finest tape library program possible.

Sincerely,

Bernarr Cooper
Chief,
Bureau of Mass Communications

September 1972

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PROCEDURES FOR THE USE OF VIDEO TAPE DUPLICATION SERVICE

1. Each 1-hour reel of tape shipped for duplication must be accompanied by a completed order form, which provides information for reel labeling, box labeling, program sequencing on reel, shipping label, confirmation memo, and office records.

2. All orders must include the legible signature of a person authorized by the ordering institution to assume responsibility in matters of procurement and use of the material.

3. All order forms must be enclosed in the tape shipping carton. Do not send tape and order forms separately. (Please see order form procedures attached.)

4. All orders will be filled during specific time periods throughout the year. Tape will be accepted for program duplication during the following months: June, September, November, February. Program duplication will commence at the close of the above stated months and completed tapes returned to requesting institutions as soon as duplication is completed. A maximum period of 4 to 6 weeks is anticipated for processing and duplication after the closing date for the ordering month.

   It is expected that video tape users will be able to plan in advance with their faculties and take advantage of this tape ordering system. Therefore, it is recommended that orders for September and October use be placed in June and allow the summer for duplication. Tape will be returned by the Education Department to assure arrival in schools or colleges by the first of September unless otherwise indicated by the requestor.

   For special or emergency tape duplication service from elementary and secondary school users, telephone the Media-Materials Distribution Service. For a similar service from other users, call the Chief of the Bureau of Mass Communications.

5. Program sequencing, the selection title and numerical order of duplication for each 1-hour reel of tape will be at the discretion of the user within the following guidelines:

   a. Several different programs may be duplicated on each 1-hour reel--three 20-minute programs; two 30-minute programs; two 15-minute programs, and one 20-minute program; etc. - as long as the total playtime does not exceed 60 minutes for any reel.

   b. Programs from the General Catalog may be mixed and matched on each reel (except color and black and white) according to user preference.

c. Programs from the PACT Catalog may also be varied as long as the user does not order a mix of subject matter categories on one reel. The user, therefore, may order a reel to contain two programs in social studies, or in music, or in any other category. He may not order a reel to contain both social studies and music or other categories.

d. General Catalog materials and PACT materials may not be ordered for duplication on the same reel.

6. Sufficient amounts of labeled raw stock must be included in each order to accommodate programing requirements. The user must take care to note running lengths of each program requested and his desired sequencing on reel to assure sufficient tape for duplications.

7. Tape stock shipped to the Department for duplication should be thoroughly examined by the user for technical adequacy. Either new or used tape will be accepted but all tape should be tested for drop-out or physical distortion on user's machine prior to shipping for 1- and 2- inch Ampex format. All tape must be on metal reels with windows. All tape should be thoroughly demagnetized before shipping. All tape should be "fast rewound" before shipping to insure a tight wrap. Tape shipped will be the tape returned to the user. Half-inch tape is accepted on plastic reels.

8. Teacher/student guides are available for most programs. Please see following pages.

9. Errors in ordering procedures, tape quantities, or poor quality tape sent by user may result in cancellation of an entire order and return of unduplicated tape to the user. Staff limitations in the Media-Materials Distribution Service may prevent corrective action on user error.

Special Note:

The duplication service will be confined to the 1-inch and 2-inch helical formats produced by the Ampex Corporation and recorders using the EIAJ-I format. As in the past, this condition is based on earlier decisions and on present physical and personnel limitations rather than on any conclusion relative to the superiority of any one manufacturer.

CONDITIONS OF USE

I. General Catalog

a. All recorded programs must reside with the user of record. They need not be returned to the Education Department as before.

b. The user may erase any program material when he has no further use for it.

c. The user is forbidden to exchange State program tapes with other users or to duplicate these materials for the purpose of providing service to other users, or causing or allowing such duplication or exchange to take place without written permission from the Education Department.

d. In ordering taped programs, the user agrees to erase any program material within 30 days of a written request from the Education Department.

e. The user agrees to cooperate with the Education Department in providing certain inventory and use data on request. Such requests will be minimal and will be accomplished with due regard to user's time and staff limitations.

II. PACT Catalog

a. All recorded materials may reside with the user for no longer than 1 year.

b. All material will be returned in June for accounting. User tape will be returned thereafter.

c. No PACT materials may be erased by the user without written notification.

d. No PACT materials may be exchanged, duplicated, or provided for telecasting to fixed service systems other than that operated by the user of record without written permission.

III. Color

Certain programs now residing in the library exist in color format. Additional color programing is now being acquired. At present, our capability to provide helical duplicates in color is experimental. Users who request color duplicates must acknowledge this fact if recording errors or time delays are encountered. Helical duplicates will be limited to the 1-inch format.

IV. Shipping

Our experience within the past several years has indicated certain difficulties with the United States Postal Service's handling of video tape shipments. Delays and loss of tape have not been infrequent. It is recommended, therefore, that the user consider use of the United Parcel Service as a shipping medium. Although more expensive, this service has proven far more reliable.

V. Catalog Availability

Each district is entitled to one Video Tape Catalog - General and one PACT Catalog without cost. Permission is granted to educational institutions who may use the service to duplicate catalog materials for intraorganization use.

Additional copies of the Video Tape Catalog - General are available from the Education Department at a cost of $2 per copy.

Additional copies of the PACT Catalog are also available at a cost of $1.50 per copy.

Orders for additional catalogs must be accompanied by a check for the appropriate amount drawn to the order of the Regents Television Fund.

VI. Send your order and tape to:

Media-Materials Distribution Service
New York State Education Department
55 Elk Street
Albany, New York 12224

VII. A quadruplex service for all programs in the catalog is also available, some in color as noted in the catalog, all programs in monochrome. Please write to the Media-Materials Distribution Service for information and order forms.

TEACHER/STUDENT GUIDE MATERIALS AVAILABLE TO ACCOMPANY VIDEO TAPES

Many of the instructional television programs described in the catalogs have been prepared with accompanying guides for teachers and students. **See directions below.** The catalog description indicates whether guides are available. For programs that do have accompanying guides, it is strongly recommended that such guides be acquired, examined, and made available to viewers along with the program. The use of guide materials, before, during, and/or after a telecast will enhance the learning experience.

When ordering guides, the following procedures should be kept in mind:

a. Check the box under the word "Guide" after each program title on the order form.

b. Often the guide material will be packaged to include the entire series of which your program request is a part. Each user is entitled to one guide per series. (Retain this master guide material for future use.)

c. Permission to duplicate guide material for intra-organizational use is granted by the Education Department.

d. Additional copies of guides may be purchased in quantity from the Education Department according to the price list below:

Asia Society Presents	*
Assignment: Science	$2.00
Bonjour Mes Amis	*
Children of the World	*
Communications and Education	$1.00
Communications and Society	free
Dramatic Experience	$1.00
Drug Abuse Self-Awareness for High School Students	free
Drug Abuse Self-Awareness for Teachers	free
El Espanol Con Gusto	$1.50
Families of the World	*
Film and Society	*
Focus on Peace - Teacher Guide	$1.50
Focus on Peace - Student Guide	$ .50
Le Francais Vivant	$2.00
Man Against His Environment	$1.00
Man Builds, Man Destroys	*
Man In His Music	$ .50
Matteo and the Indo-American Dance Company	free
Music of North India	*
Neighbors	$ .30
Our Working World	free

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*Please write in advance for the price of the guide.

Philosophy of Religion	$1.00
Physical Health - Nutrition	free
Rush Toward Freedom	*
Shadings	free
Sonar Bangla	free
The Ditch That Helped Build America	$1.00
The Government Story	$2.00
The Government Story - Suggested Examination	free
The World of Music	$.50
Typewriting - Teacher Guide	$1.00
Typewriting - Student Guide	$1.50
Rema Sharma Performing Kathak Dance	$1.00
UN Report	$.75

e. To order additional copies write:

Media Duplication and Distribution Service
New York State Education Department
55 Elk Street
Albany, New York 12224

Your order should include the following information:

Title of Guide	Number of Copies	Price per copy	Total

All orders must be accompanied by a check for the appropriate amount drawn to the order of the Regents Television Fund.

PLEASE NOTE:

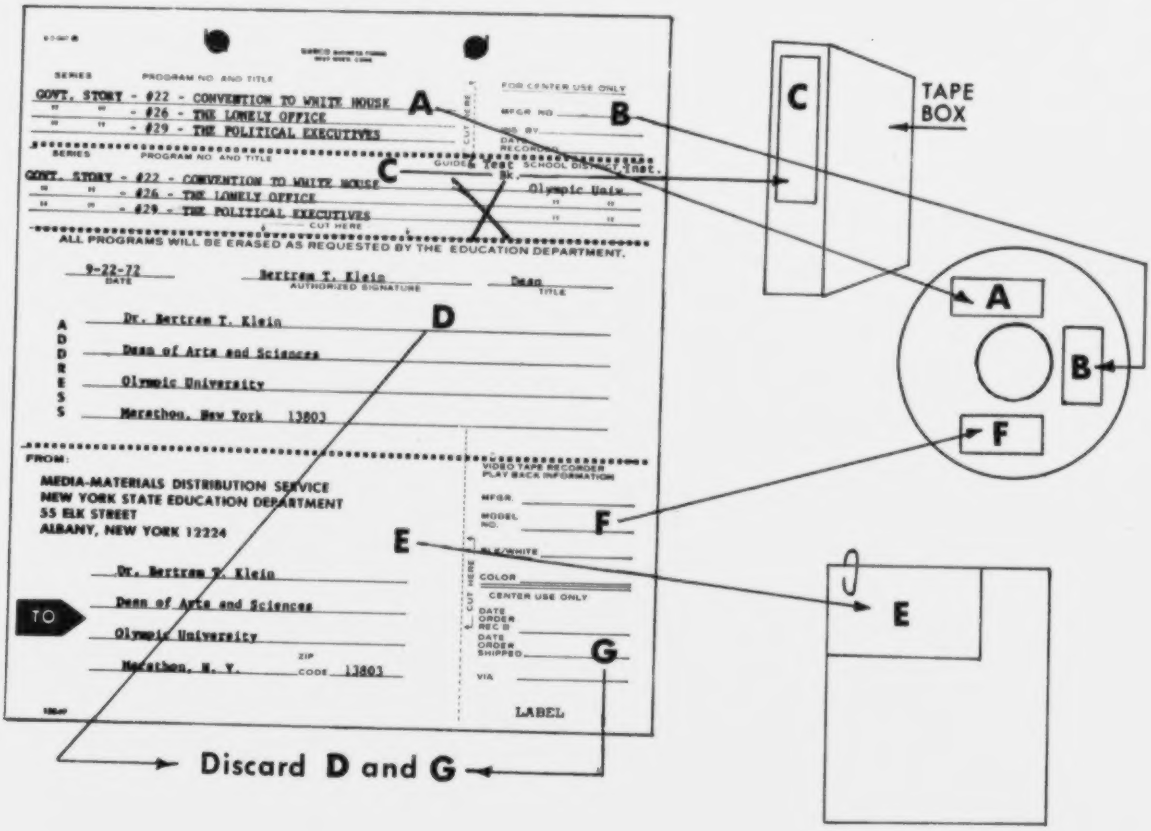
Order form instructions for one and two-inch Ampex format appear on pages 8 and 9.

Order form instructions for half-inch EIAJ-I format appear on pages 10, 11 and 12.

INSTRUCTIONS FOR VIDEO TAPE ORDER FORM
One-and Two-Inch Ampex Format

General Information

1. An order form must be completed for each tape to be duplicated.
2. The order must be typed on the FILE COPY so that the information will transfer to all copies.
3. Total running time of requested programs for each order form must not exceed 1 hour.
4. All PACT materials must be ordered on the order form stamped PACT. The instructions for the PACT catalog and the General Catalog are the same. An order form may not mix programs from the General Catalog and the PACT Catalog.
5. There is no provision for you to keep a copy of the order. The CONFIRMATION COPY will be returned to you after it has been received in the Media-Materials Center.
6. The order form is divided into sections A-G. A sample order form follows. The instructions for each section are listed on the next page.



SERIES PROGRAM NO. AND TITLE

GOVT. STORY - #22 - CONVENTION TO WHITE HOUSE
" " - #26 - THE LONELY OFFICE
" " - #29 - THE POLITICAL EXECUTIVES

FOR CENTER USE ONLY
MFGR NO. ____
DUB BY ____
DATE RECORDED ____

SERIES PROGRAM NO. AND TITLE

GOVT. STORY - #22 - CONVENTION TO WHITE HOUSE
" " - #26 - THE LONELY OFFICE
" " - #29 - THE POLITICAL EXECUTIVES

GUIDE & Text Bk. ____ SCHOOL DISTRICT, Inst.
Olympic Univ.
" "
" "

CUT HERE

ALL PROGRAMS WILL BE ERASED AS REQUESTED BY THE EDUCATION DEPARTMENT.

9-22-72
DATE

Bertram T. Klein
AUTHORIZED SIGNATURE

Dean
TITLE

ADDRESS
Dr. Bertram T. Klein
Dean of Arts and Sciences
Olympic University
Marathon, New York 13803

FROM:
MEDIA-MATERIALS DISTRIBUTION SERVICE
NEW YORK STATE EDUCATION DEPARTMENT
55 ELK STREET
ALBANY, NEW YORK 12224

TO
Dr. Bertram T. Klein
Dean of Arts and Sciences
Olympic University
Marathon, N. Y. ZIP CODE 13803

VIDEO TAPE RECORDER PLAY BACK INFORMATION
MFGR. ____
MODEL NO. ____
BLK/WHITE ____
COLOR ____

CENTER USE ONLY
DATE ORDER REC'D ____
DATE ORDER SHIPPED ____
VIA ____

CUT HERE

LABEL

INSTRUCTIONS FOR ONE-AND TWO-INCH SERVICE

Section	Information To Be Typed on the Form	Special Instructions
A	Series Program No. & Title	Title of series. Abbreviate if the program title is too long to fit on the line.
B	FOR CENTER USE ONLY	Do not type in this section.
C	Series Program No. & Title	This is the same information you typed in Section A. Check here to request one copy of a guide. The catalog listing for a series indicates if a guide is available. See previous instructions for the procedure to obtain quantities of guides.
	School District; Inst.	Name of your district or agency is absolutely necessary. Tape could be lost unless so identified.
D	Date	Use current date.
	Authorized Signature	Do not type - sign your name.
	Title	
	Address	Your mailing address.
E	To	Name & address of the person who should receive the tapes.
F	Manufacturer	We are presently only dubbing for Ampex recorder line.
	Model No.	660, 4900, 5000, 5100, 6000, 7000, 7500, or 7800.
	Black/White - Color	Check appropriate line.
G	CENTER USE ONLY	Do not type in this section.

Step 2

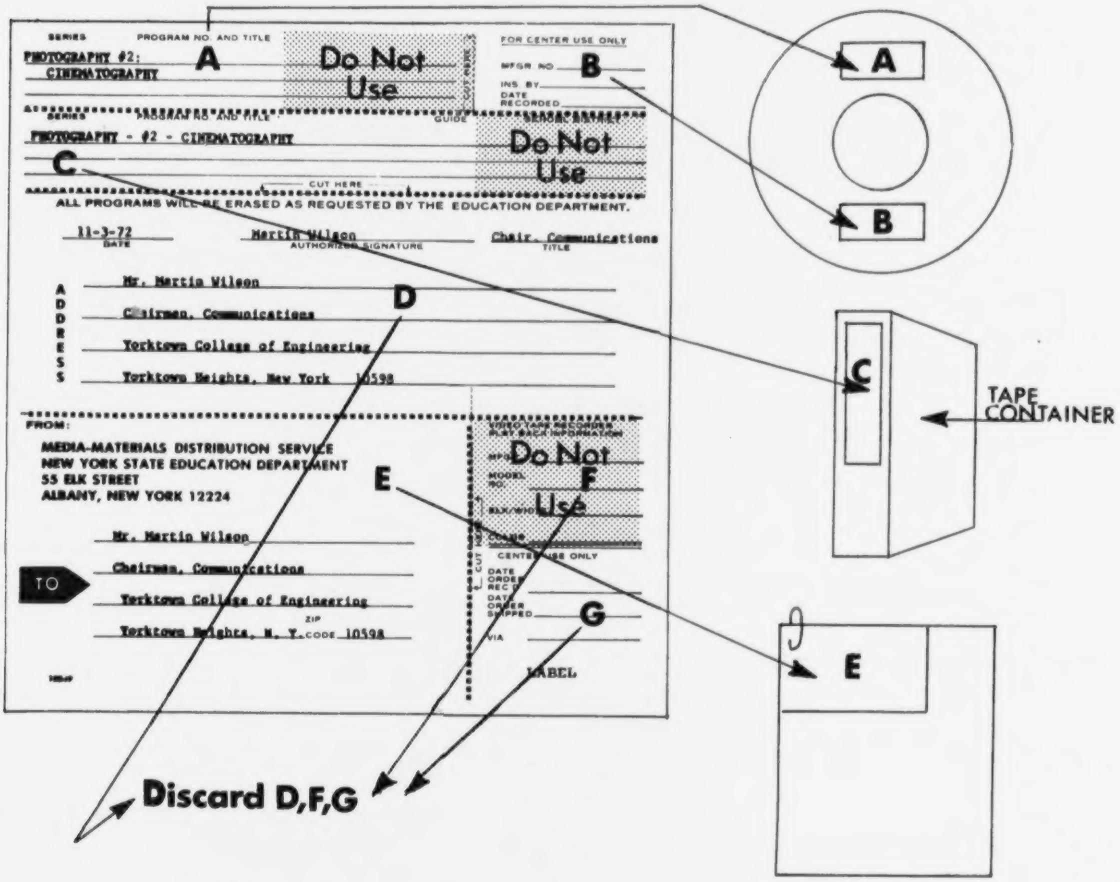
Remove any program identification labels presently on the reel of video tape. Remove the second copy (the white one called LABEL); leave the other three copies attached. Detach the following sections from the LABEL COPY, and attach as follows:

Sections	Disposition
A, B, F	Attach to the reel of video tape. Also, use rubber cement
C	Attach to the outside spine of the box used to store the video tape. Use rubber cement.
D, G	Discard these sections (Note: Cut Section G above the words CENTER USE ONLY in order to separate it from Section F.)
E	Use a paper clip to attach this label to the other three copies of the order form and put these copies (green, yellow) inside the shipping carton you use to send your video tape order to the Department.

INSTRUCTIONS FOR HALF-INCH EIAJ-I

General Information

1. An order form must be completed for each tape to be duplicated.
2. The order must be typed on the FILE COPY so that the information will transfer to all copies.
3. Total running time of requested programs for each order form must not exceed 1 hour.
4. All PACT materials must be ordered on the order form stamped PACT. The instructions for the PACT Catalog and the General Catalog are the same. An order form may not mix programs from the General Catalog and the PACT Catalog.
5. There is no provision for you to keep a copy of the order. The CONFIRMATION COPY will be returned to you after it has been received in the Media-Materials Center.
6. The order form is divided into sections A-G. A sample order form follows. The instructions for each section are listed on the next page.



SERIES PROGRAM NO. AND TITLE
PHOTOGRAPHY #2:
CINEMATOGRAPHY

FOR CENTER USE ONLY
MFGR NO.
INS. BY
DATE RECORDED

SERIES PROGRAM NO. AND TITLE GUIDE SCHOOL DISTRICT
PHOTOGRAPHY - #2 - CINEMATOGRAPHY

CUT HERE

ALL PROGRAMS WILL BE ERASED AS REQUESTED BY THE EDUCATION DEPARTMENT.

11-3-72
DATE

Martin Wilson
AUTHORIZED SIGNATURE

Chair. Communications
TITLE

ADDRESS
Mr. Martin Wilson
Chairman, Communications
Yorktown College of Engineering
Yorktown Heights, New York 10598

FROM:
MEDIA-MATERIALS DISTRIBUTION SERVICE
NEW YORK STATE EDUCATION DEPARTMENT
55 ELK STREET
ALBANY, NEW YORK 12224

TO
Mr. Martin Wilson
Chairman, Communications
Yorktown College of Engineering
Yorktown Heights, N. Y. ZIP CODE 10598

VIDEO TAPE RECORDER PLAY BACK INFORMATION
MFG.
MODEL NO.
BLK/WHT
COLOR

CENTER USE ONLY
DATE ORDER REC'D
DATE ORDER SHIPPED
VIA

LABEL

INSTRUCTIONS FOR ONE-HALF-INCH EIAJ-I SERVICE

Section	Information To Be Typed on the Form	Special Instructions
A	Series Program No. & Title	SEE ILLUSTRATION--TYPING MUST BE CONFINED TO SPECIFIED AREA. ABBREVIATE IF NECESSARY.
B	FOR CENTER USE ONLY	Do not type in this section.
C	Series	SEE ILLUSTRATION--TYPING MUST BE CONFINED TO SPECIFIED AREA. This is the same information you typed in Section A.
	Guide	Check here to request one copy of a guide. The catalog listing for a series indicates if a guide is available. Quantities of guides are available as indicated.
	School District, College, or University	SEE ILLUSTRATION--IT IS NECESSARY* TO TYPE THIS INFORMATION BELOW THE NAME OF THE PROGRAM. *Tape could be lost if not properly identified with school name.
D	Date	Use current date.
	Authorized Signature	Do not type - sign your name.
	Title	
	Address	Your mailing address.
E	To	Name and address of the person who should receive the tapes.
F	Manufacturer Model No. Black/White - Color	OMIT THIS SECTION--all tapes will be duplicated for the EIAJ Type I black-and-white format.
G	CENTER USE ONLY	Do not type in this section.

STEP 2

Remove any program identification labels presently on the reel of video tape.

Remove the second copy (the white one called LABEL); leave the other three copies attached. Detach the following sections from the LABEL COPY, and attach as follows:

Sections	Disposition
A, B	Use rubber cement to attach to the reel of video tape.
C	Use rubber cement to attach to the outside spine or front of the container used to store the reel of video tape (if the label won't fit on the spine).
D, F, G	Discard these sections
E	Use a paper clip to attach this label to the other three copies of the order form and put these copies (green, yellow, & pink) inside the shipping carton you use to send your tape order to the Department. To facilitate handling in Albany, it is suggested that the shipping carton be the size that holds six rolls of 1/2-inch tape. If you aren't sending six rolls of tape for duplication, use paper to stuff the carton.

CATALOG LISTINGS

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Animals and Art
TALENT: George Weinheimer
LENGTH: 30 min.
PRODUCING AGENT: Mohawk-Hudson Council on Educational Television
AUDIENCE: Grades 3 and 4

CONTENT: In the realm of art, we look at the work of a wide variety of artists, drawings, paintings, sculpture, and carvings. One pictures what one sees. The wide range of ways of seeing becomes very obvious as we study the work of different people in different cultures. The horse is a different animal to the Persian who lived with him as a friend and companion; to the caveman who knew the horse as a source of food; and to the knight who used the horse to carry him and his great load of armor. Some people made the horse a friend; some the embodiment of a god; while to others he was a servant. The style of art of the times affects the way the artist sees and expresses the animal. What is emphasized by the Chinese painter is in sharp contrast with that emphasized by the Egyptian. Through the Animals and Art series, we shall learn something of the artist and his times.

1. About Mammals
2. The Horse
3. More About Horses
4. Donkeys, Asses, Mules
5. Sheep
6. Bos, The Cow
7. More About Cattle
8. The Buffalo
9. The Bison
10. The Deer
11. The Goat
12. The Bird
13. The Reindeer

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Aprendiendo a Ver (Learning to Look)
LENGTH: 28 min.
TALENT: Xavier González
NUMBER OF PROGRAMS: 13
AUDIENCE: High School and Adults

This Series is Produced Completely in the Spanish Language

Aprendiendo a Ver features the well known Spanish painter and lecturer, Xavier González, who leads the viewer through many of the styles, techniques, and methods used by artists; above all, however, he attempts to teach the viewer how to look at works of art with a more knowing and sympathetic eye. Mr. González' presentations are illustrated with many works from the Metropolitan Museum of Arts collection. The individual programs are progressive in nature and are numbered from 1 through 13.

Contenido del Programa:

Este programma diseñado para televidentes de todas las edades, desde niños, hasta adultos con poco preparación en las artes, tiene el objeto principalmente de ayudarnos a comprender el arte de una manera sencilla a través de nuestros sentidos. Es dedicado enteramente a la apreciación visual de las artes. Ver y sentir. Todos miramos, pero con demasiada frecuencia no vemos.

Esta colección de charlas informales desde el estudio de un pintor, an sido hechas por el profesor de arte, escultor, pintor y conferencista español Xavier González, con el interés especial tanto del Museo Metropolitano de Arte de traer a la numerosa teleaudiencia hispana de Nueva York y vecondades, un programa interesante, ameno y educativo en el campo de las artes en sus propios hogares.

Los programas tienen numeros de 1 a 13.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Armory Show
LENGTH: 58:46
PRODUCING AGENT: Educational Broadcasting Corporation
NUMBER OF PROGRAMS: 1
AUDIENCE: Adult

CONTENT: This program recreates the famous Armory Show of 1913. The Armory Show of 1913 was the first art show in America which displayed major art works and samples of art movements from Europe. The influence of that show is still being felt. This TV presentation is a tour of the show as recently reconstructed. Several art experts act as hosts explaining the impact of the pictures and sculptures on the American public. All art students and historians will find this a fascinating program to view.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Crafts Studio
TALENT: George Weinheimer
LENGTH: 30 min.
PRODUCING AGENT: Mohawk-Hudson Council on Educational Television
NUMBER OF PROGRAMS: 13
AUDIENCE: Primary Grades

CONTENT: This series is designed to introduce crafts activities to be carried on in the classroom, to provide out-of-the-ordinary demonstrations, and to examine unusual materials and objects. The emphasis: organization of work-space; tools and materials; a variety of ways to work with one material; a variety of materials to use in working with each craft; the importance of invention as well as following directions; cleaning up as an important part of the crafts project; looking and expressing. At least one segment of each program will be devoted to demonstrations to be followed by the students. The balance of the time will be devoted to looking at other ways of working and other projects which can be made.

1. The Shapes of People
2. Cutting and Cutting
3. Beads and Bowls
4. Masks and Headdresses
5. What Makes a Drum?
6. Dyeing
7. We Like to Paint
8. What's In Your Sand Table?
9. Dark is Heavy, Light's Light
10. We Use Lots of Newspaper
11. Do You Use Geometry?
12. Using a Loom
13. Have You Made Puppets?

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Guernica - Genesis of a Painting (Picasso)
TALENT: Rudolf Arnheim, Sarah Lawrence College
LENGTH: 60 min.
PRODUCING AGENT: The Educational Broadcasting Corporation
NUMBER OF PROGRAMS: 1
AUDIENCE: High School and Adult

CONTENT: In a special hour-long study of the work which hung at New York's Museum of Modern Art, host Rudolf Arnheim, professor of psychology at Sarah Lawrence College, examines the various elements of the work, and some of the early sketches which preceded the final mural. Picasso's expert blending of cubism, expressionism, and surrealism in the painting has since provided a strong source of ideas to artists throughout Europe and America.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Kandinsky
LENGTH: 28:26
TALENT: Thomas Messer
PRODUCING AGENT: Educational Broadcasting Corporation
NUMBER OF PROGRAMS: 1
AUDIENCE: Adult

CONTENT: Thomas Messer of the Guggenheim Museum conducts the viewer through a developmental history of Kandinsky as an artist. A study of his paintings, his symbols, and his changes of style constitutes the bulk of this excellent program. Students of art will really appreciate this presentation.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Parrish Blue
AVAILABLE IN COLOR ONLY
TALENT: Norman Rockwell, Moderator
LENGTH: 30 min.
PRODUCING AGENT: Syracuse University
AUDIENCE: Secondary, College,and Adult

CONTENT: This is a documentary on the work of Maxfield Parrish. It contains an analysis of the sources of his inspiration for texture and color. This documentary examines Parrish's unique contribution in a period of time when illustrating was the popular art available to the families of America.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Photography
LENGTH: 30 min.
PRODUCING AGENT: Rochester Area Educational Television Association
NUMBER OF PROGRAMS: 5
AUDIENCE: Adult

CONTENT: Photography is a series of programs hosted by Beaumont Newhall, director of the George Eastman House of Photography in Rochester. Assisting on one program is James Card, vice director and curator of motion pictures.

1. Photographing the Civil War - Mr. Newhall presents a panoramic display of actual photography taken during the Civil War. The works of Mathew Brady are highlighted.

2. Cinematography - Mr. Card discusses and shows excellent examples of the work of motion picture pioneers such as Edison, Lumiere, Melies, and Cole.

3. Portraiture and the Photographer - The techniques of early portrait artists are discussed and illustrated by the use of famous persons in history.

4. Aerial Photography - This program points out the artistry and true beauty in good aerial photography. Some wartime examples are shown in addition to the geographic survey uses of the aerial camera.

5. The Exploration of the West - Shown are scenes of early frontier life as recorded by Timohty H. O'Sullivan in the late 1800's.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Rembrandt's Aristotle
TALENT: Margaretta Salinger
LENGTH: 30 min.
PRODUCING AGENT: The Educational Broadcasting Corporation
NUMBER OF PROGRAMS: 1
AUDIENCE: High School and Adult

CONTENT: Rembrandt's Aristotle is a penetrating study, a filmed sequence of the auction of "Aristotle Contemplating the Bust of Homer" precedes a guided tour through the life of Rembrandt, conducted by Margaretta Salinger of the Museum staff, who will examine the Aristotle painting in the perspective of the artist's entire career. The range of Rembrandt's work and his powerful vision of man is clearly indicated in most of his works, but especially in this painting.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Sculpture at the Guggenheim
TALENT: Thomas M. Messer
LENGTH: 60 min.
PRODUCING AGENT: The Educational Broadcasting Corporation
NUMBER OF PROGRAMS: 1
AUDIENCE: High School and Adult

CONTENT: Sculpture at the Guggenheim, a special program on the Joseph H. Hirshhorn Collection at the Guggenheim Museum. The Joseph H. Hirshhorn Collection covers the entire range of modern sculpture and includes the great artists and sculptors of the 19th and 20th centuries--Degas, Daumier, Renoir, Picasso, and Matisse. It is probably the most comprehensive privately owned collection of the works of modern masters in existence.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Make Sure - Make Shore
LENGTH: 30 min.
PRODUCING AGENT: Mohawk Hudson Council on Educational Television
NUMBER OF PROGRAMS: 13
AUDIENCE: Elementary, Secondary, and Adult
GUIDES AVAILABLE from Division of Marine Recreational Vehicles, New York State Parks and Recreation, State Campus, Albany, New York

CONTENT: The Make Sure - Make Shore series is a 13-program video tape presentation of the New York State Young Boatman's Safety Course. Taped on location at Lake George, New York, the series was produced by the Mohawk Hudson Council on Educational Television and is hosted by Al Cahill of WAST-TV, Albany.

The Young Boatman's Safety Course is designed to satisfy the requirements of the Navigation Law making a boating safety certificate mandatory for solo operation of a motor boat by anyone 10 through 15 years of age. The Make Sure - Make Shore series, however, has been expanded and revised to include material of interest and merit for boatmen of all ages. As a public information series it is expected to be of significant value in promoting safe boating in New York State.

Youngsters 10 through 15 years of age are required to register with the Division of Marine Recreational Vehicles if they wish to earn a boating safety certificate at the completion of the course. Upon registration they receive free training materials and a list of local instructors who are prepared to administer the final examination.

1. Introduction to the Young Boatman's Safety Course; directions for registration; description of materials.

2. Trailoring and launching; parts of a boat; care and maintenance of a boat.

3. Equipment required by law, how to use it, and how to maintain it.

4. Going afloat; four simple knots; fueling and explosions.

5. Anchoring and mooring; speed; boat manners, littering and pollution; introduction to rules of the road.

6. Rules of the road; situations and signals.

7. Navigation aids and weather. Guests are Alex Gronvall, Marine Services Representative, Division of Motor Boats, and Ernest Johnson, Meteorologist-in-Charge, United States Weather Bureau at Albany.

8. Rescue skills and first aid. Guest, Raymond Amiro, Director of Safety Services, American National Red Cross.

9. Rescue breathing.

10. Swimming and water sports. Al Cahill demonstrates the backstroke, breaststroke, and other elementary swimming forms. He discusses methods of emergency lifesaving, showing how to fashion a life preserver from a shirt and a pair of trousers. Fishing, rowing, and canoeing are demonstrated and discussed with emphasis on the need for safety in these sports.

11. Water skiing and scuba diving. With the help of teenagers George and Marilyn Pencil, Al Cahill teaches safe water ski procedures. He discusses the laws regulating the sport and describes various equipment. George and Marilyn demonstrate regular and slalom skiing. Al and Will Stone demonstrate scuba diving. Al discusses laws regarding this sport and emphasizes the need for training before it should be undertaken.

12. Navigation law and enforcement. Al Cahill and guest L. James Flowers, Chief of Navigation Law Enforcement for the Division of Motor Boats, discusses the New York State Navigation Law in relation to the operation of pleasure boats. The Warren County Sheriff's Department Patrol Boat stages a typical motor boat inspection to illustrate the functions of the navigation patrol.

13. Review. Using the Flip Chart of visual aids, Al Cahill reviews the important points from the preceding 12 lessons. He discusses the procedure for viewers in the 10 to 15 age bracket who wish to arrange for examination to earn their boating safety certificates.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Typewriting
LENGTH: 20 min.
TALENT: Nancy Pline
PRODUCING AGENT: Rochester City School District
NUMBER OF PROGRAMS: 42
AUDIENCE: Regents or Non-Regents Typewriting, Personal Typewriting, Review for Second-Year Typewriting, Review for Office Practice or Secretarial Practice, Summer School Typewriting, College Typewriting, Adult Education Typewriting or Individual Carrel Study.

Machine operation is demonstrated for the Remington manual, Royal manual, Royal electric, and Underwood manual typewriters.

Each lesson requires student participation.

The lessons may be used with any typewriting textbook.

TEACHER'S MANUAL: A teacher's manual containing a comprehensive lesson guide for each televised lesson is available.
STUDENT TYPEWRITING MANUAL: Each student must have a copy of the manual, for it contains the exercises used during the televised lessons. The manual also contains followup exercises to use between the televised lessons.
SELF-INSTRUCTION GUIDE

LESSON 1 - Inserting paper; posture; key stroking for a manual and an electric typewriter; keyboard letters a s d f j k l ;

LESSON 2 - Setting margins for the Underwood, Remington, and Royal typewriters. Keyboard letters e g u

LESSON 3 KEYS: r, PERIOD, RIGHT SHIFT
LESSON 4 KEYS: h, i, LEFT SHIFT
LESSON 5 KEYS: t, o, COMMA
LESSON 6 KEYS: c, m, COLON
LESSON 7 KEYS: w, v, y
LESSON 8 KEYS: x, n, p
LESSON 9 KEYS: z, b, DIAGONAL
LESSON 10 KEYS: q, QUESTION MARK, HYPHEN
LESSON 11 SETTING TAB STOPS
LESSON 12 KEYS: 1, 2, 3, 4
LESSON 13 KEYS: 7, 8, 9, 0
LESSON 14 KEYS: 5, 6, ½, ¼
LESSON 15 HORIZONTAL CENTERING
LESSON 16 VERTICAL CENTERING: SINGLE SPACING
LESSON 17 VERTICAL CENTERING: DOUBLE SPACING
LESSON 18 OUTLINE
LESSON 19 WORD DIVISION
LESSON 20 PICA AND ELITE
LESSON 21 PROOFREADER'S MARKS
LESSON 22 LETTERS: BLOCK
LESSON 23 TABULATION: INTRODUCTION
LESSON 24 TABULATION: THREE COLUMNS
LESSON 25 LETTERS: SEMI-BLOCK I

LESSON 26 LETTERS: SEMI-BLOCK II
LESSON 27 TABULATION: COLUMN HEADINGS
LESSON 28 TABULATION: LONG COLUMN HEADINGS
LESSON 29 TABULATION: SUMMARY
LESSON 30 LETTERS: FULL BLOCK
LESSON 31 LETTERS: SHORT AND INTEROFFICE MEMORANDUM
LESSON 32 LETTERS: PERSONAL BUSINESS
LESSON 33 LETTERS: EXACT COPY
LESSON 34 PERSONAL DATA SHEET
LESSON 35 RULED LINES
LESSON 36 BUSINESS FORMS
LESSON 37 MANUSCRIPTS AND REPORTS - PART I
LESSON 38 MANUSCRIPTS AND REPORTS - PART II
LESSON 39 MANUSCRIPTS AND REPORTS - PART III
LESSON 40 ERASING
LESSON 41 CLEANING THE TYPEWRITER
LESSON 42 CHANGING RIBBON

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: How They Get That Way
LENGTH: 30 min.
TALENT: Charles Wood, M.D.
PRODUCING AGENT: Westinghouse Broadcasting Company
NUMBER OF PROGRAMS: 65
AUDIENCE: High School, College, and Adult

1. This is a general introduction to the plan and objective of the series. It is stressed that we shall attempt to explain in understandable language the important physical and emotional events that are the determinants of normal growth and development in children. In other words, what are the building blocks necessary for the development of a "normal" personality, or "How They Get That Way." It is explained that development means change, and that it is important to understand the effects of various physical and psychological influences in relation to the age and stage of development at which they occur. Life does not begin at birth but at the time of conception, and therefore it should be apparent that in order to have a full measure of appreciation of normal and abnormal events of growth and development we must start at the beginning. Therefore, we intend to discuss our developing child (and his parents) in four stages: (a) pregnancy; (b) infancy; (c) preschool child; (d) school age child. We shall not discuss problems of adolescence.

2. Pregnancy: This is an important event for any woman. There are many physical and emotional events which can affect the growing fetus. The physical forces are clear-cut, whereas the emotional factors may be more subtle. The effects of medication and drugs taken by the pregnant woman, the dangerous effect of X-ray radiation, the effects of maternal smoking on the fetus, and the devastating effects of certain viral infections contracted during pregnancy are discussed as examples of physical factors affecting growth and development.

3. Pregnancy: In this program we continue in greater detail to give examples of the effects of certain illnesses during pregnancy on the fetus, using German measles (rubella) as an example. Maternal attitudes toward pregnancy are discussed, and an attempt is made to compare certain emotional trauma to harmful physical influences as far as the ultimate result for the child is concerned. The unwanted pregnancy is discussed, as are common maternal reactions to normal and abnormal gestational events. The point is made that many problems apparent only in later infancy and childhood have their origin during pregnancy.

4. Pregnancy: We approach the events of the termination of pregnancy and the physical, physiological, and psychological events of labor. The changing picture for the infant is emphasized. As an example of changing environment and the need to adjust to it, the problem of blood group incompatibility (RH disease) is outlined and explained. The newer development of transfusion before birth is described as a recent advance in medicine. This also is the beginning of our emphasis on prevention of disease which theme will be stressed throughout the series.

5. The events of birth and its effects upon the infant are described with emphasis upon the major changes that occur with living outside a uterus compared to living within one. The infant becomes an individual who must now do for himself what has been done for him up to now. He must begin to breathe, he must regulate his own temperature, and he must begin to take food into his own body directly. All of these adjustments produce a certain amount of stress, both for the child and his parents. The mechanism of postpartum depression is discussed.

6. In this program we begin to look ahead to some of the expected developmental events that will be in the future for our newly born infant. By means of graphs and charts, the variations in development of individual body systems are described. The expected growth of the body in general during infancy and childhood is contrasted to the growth of the nervous system, the lymphatic system, and the reproductive system. Parents need some understanding of normal variation if they are to understand what is going on in the child at various stages. The main streams of physical growth and emotional growth are identified and described. In the latter area, mention is made of intellectual development, of social adaptations, etc., and various events that may affect them are described.

7. This program is a continuation of the description of the course of growth and development with emphasis on the tasks of the baby and his needs - again stressing both physical and emotional needs. Here it is explained how a baby relates to those around him, what he expects from them, and how he gradually can develop a sense of trust in those who are giving him his care. The basic requirement of love is stressed, and the groundwork is put down for later discussion of some of the parent-child problems. Mothers are asked to remember always that everything that happens, even to a very young infant, plays a role in his ultimate development.

8. Mother love is the most important ingredient in the normal, healthy development of infants and children. Its importance is reiterated and it is described as the first essential in child-rearing. Later on, discipline is a necessary element in helping the child develop, and finally, independence must be encouraged. Various examples of common errors and misconceptions about the handling of infants are outlined.

9. We now begin to detail some practical points of daily management: the baby has been described as an individual with a certain inherited potential who can be expected to proceed along a more or less predictable course of growth and development. But he needs help, he needs energy to live and grow and this must be given him in the form of food. We then describe using visual aids - the basic dietary requirements - protein, fat, sugars, vitamins, etc. - and the various amounts and proportions that go to make up a good diet.

10. We have described what the baby needs in terms of essential, basic substances, and now go on to describe how he may be given them. This leads into a discussion of breast milk versus cow's milk, and the composition of both is described - again using charts and tables. The question of breast feeding receives some attention and many myths and misconceptions about feeding practices are put in perspective. Breast feeding is encouraged but the point that it is an individual decision of the mother is strongly emphasized.

11. Although most babies take whatever food is given them, and handle it well, there are some infants who have feeding difficulties. The causes and handling of simple feeding problems are explained. The mechanism of spitting up, the causes of real vomiting, and the importance of these variations from normal are detailed. These symptoms are put in proper perspective, and advice is given as to their management.

12. Feeding - continuation: It is pointed out that as the baby advances in age, milk, although a complete food in most respects, is not enough to meet all of the nutritional needs of advancing development. The addition of solid foods is the next step. This problem is discussed from all aspects, and includes not only the addition of solids but the concomitant gradual weaning from the bottle. This is a bothersome problem for many mothers and all of its various ramifications are covered.

13. Feeding - continuation: We have covered nutritional needs, types of foods, etc., and now discuss a common nutritional deficiency in infants - lack of a proper amount of iron in the food. Milk - both cow's and human - is not an adequate source of iron if it makes up the bulk of the diet for too long a period of time. Iron deficiency is the most common nutritional lack in this country. Its relation to economic status is discussed. Charts are used to show good and poor iron-containing foods, and advice is given as to recognition and correction of the iron deficiency.

14. Crying: One of the most upsetting events for parents is the infant who is irritable and does an excessive amount of crying. The mechanisms and patterns of crying are discussed as a part of normal development, and then we go on to talk about the infant with "colic." The picture is described, some common misunderstandings about colic are properly explained, and advice is given as to management. The effects of excessive infant crying on the parents' attitude to the child, and possible later effects on the entire family are important considerations here.

15. Sleep: Obviously, a baby who is crying is not sleeping. A discussion of what one may expect from infants as to sleeping habits - and how the intervals and amounts vary with advancing age - is important for parents to understand. Habit formation is stressed and the origin of annoying sleep problems is explained. "Do's and Don't" of family management are given. Adult reaction to a baby's crying is to do anything to shut him up - and therefore lots of habits - for which one may pay later - can be established.

16. Elimination: In the first month of life, a mother spends most of her time putting food in one end of the baby, and catching his excreta from the other. Because of their own rearing, many Americans have a great fixation on "normal" bowel habits and carry their own worries over to the child. The general development of intestinal function, the normal variations in number and type of bowel movements, common misapprehensions all are covered. The groundwork is put down here for a later discussion of the very common problem of toilet training.

17. As the baby grows and develops there are certain minor but annoying physical problems about which mothers have many questions. We begin to discuss them in this program. The troublesome skin rashes: their causes and correction are explained. Care of the baby who has chronic skin problems in the form of eczema is outlined. The common umbilical protrusion or hernia is pictured and common misapprehensions about the navel and its care are corrected.

18. We continue to describe end explain the common physical manifestations which worry young parents. The features of normal breathing in infants are described, and the whole problem of noisy breathing is simply explained. The question of care of the genitals - with a discussion of the pros and cons of circumcision - is considered. Such simple but worrisome problems as vaginal discharge, vaginal adhesions in infants, and similar frequent day by day occurrences are described.

19. Development of Vision: as a part of normal growth and development. When can a baby see? When does he begin to recognize what he sees? The importance of crossed eyes. What to observe in regard to baby's eyes - and what to do about it. The development of hearing and its importance are also placed in perspective in the overall scheme of normal development.

20. Teething: The entire process of teething is discussed, using visual aids for emphasis. The real and imagined results of teething. As an example of one untoward symptom sometimes associated with teething, diarrhea is discussed. The point is stressed that teething does not cause illness, high fevers, etc. - and that it is wrong to blame everything that happens on teething.

21. Prevention in pediatrics is one of the most important principles to stress to mothers. We begin by talking about resistance to disease, and how, in some diseases, we can artificially protect the child by a series of routine injections. Diphtheria, whooping cough, tetanus, measles, polio, and smallpox are routine immunizations. The procedure, schedule, and requirements are outlined using charts and graphs. A plea is made for routine immunization of all children.

22. This program is a continuation of the discussion about immunization. Some of the newer vaccines, like rubella and mumps, are described. Advice is given about when and when not to immunize, and the question of reaction to the shots is covered. The tone is one of reassurance and pressing to get all children properly protected.

23. We have now just about finished the description of the child, normal and some abnormal events of development in infancy, and now describe the physical and psychological changes which occur as our subject becomes a toddler. The second year of life is very different from the first in that the rate of physical growth diminishes while the rate of psychological growth advances in leaps and bounds. The normal personality of a toddler is described so that parents can better understand the types of problems which are so common in this age group, and which we will describe in detail in the next several programs. Visual aids are used.

24. The most common complaint about children - especially in this toddler age - is that they don't eat well - at least they do not eat as well as mothers think they should. We go into the feeding question in depth, pointing out why and how feeding problems develop, the at-times devastating effect on the mother of such problems and simple rules for understanding and handling them. Many examples from personal experience are given so that listeners can identify with others in the same boat.

25. Another common complaint regarding toddler aged children is about sleeping habits and patterns - or lack of them. In discussing this sometimes very vexing problem we go back and review the previously described sleep patterns of infants and demonstrate how these may be influenced to prevent some of the more common types of difficulty seen in the toddlers. Refusal to go to bed, night wandering, sleeping with parents, night terrors are explained in terms of origin and results. Practical suggestions for management are offered.

26. We go on to discuss the frequently misunderstood manifestations of body manipulation by infants and children. The common finger and thumb sucking are explained and many parental apprehensions are corrected. The effects on the teeth are pointed out to be of little concern, and emphasis is placed upon handling the whole child, rather than just the symptom of thumb sucking. The same attitude is taken in discussing masturbation - in reassurance and advice about it. The point is made that many of these body manipulations may be built up to serious struggles between parents and child, in most cases because of parental misunderstanding about their significance.

27. As we continue to discuss common attributes of toddler children and how the parental reaction to these events may influence growth and development in a major manner, we talk about the ego development of the child. He now has found that there is much more to the world than his crib and his mother. He is mobile and is beginning to find that people are putting certain limits on his activity. He frequently is checked by his own physical limitations and he begins to respond with temper tantrums. These are discussed in detail. Then we proceed to discuss another task which causes much concern in many households, that of toilet training. Introduction is made to the topic of the next program - bladder control and bed wetting.

28. The entire time is given to the discussion of the child who does not develop control of the bladder at the time when most children achieve such control. This problem is a very difficult one for parents who use force with it - a very unimportant subject for those who do not. The point is made that there is so much literature available that one can read anything he wants and find an explanation which appeals to him. Mechanisms, variations, attitudes are described and the various methods of handling the problem of eneuresis or bed-wetting, including drugs, rewards, punishment, conditioned-reflex devices, etc. are explained. Again, as with other habit manifestation, parents are urged to look upon bed-wetting as a symptom - not as a disease in itself.

29. The next several programs are directed at discussions of outside or extraneous factors which are important frequently in determining what happens to children in their development. We have described their natural inherited potential to grow and develop and have explained the expected patterns in which they do so. But these patterns may be altered by disease, injury, etc. One important problem is accidents - and the entire subject of childhood

accidents with discussion of the magnitude of the problem and prevention is presented. A series of slides is used along with other visual aids.

30. One of the most frequent types of accidents is poisoning. The whole problem of ingestion by children of substances which are harmful is discussed. The point is made that most of the common household products - cleansers, detergents, polishes, etc. - poison children. Commonly taken prescriptions or other medications can be a source of serious poisoning. Aspirin is the leading source of drug poisoning in children. Again a series of slides stressing prevention is used and the final portion of the program describes - with slides - how to make a "poison-proof house."

30A. We follow the discussion of acute poisoning in children with a subject of considerable public health importance - the question of Lead Poisoning - usually seen in children who live in old decrepit housing where there is crumbling paint and plaster. These children have abnormal appetites - called peca - and tend to suck on and swallow enough lead to cause trouble. The first guest of the series - Dr. Richard Mariarty - Director of the Poison Information Center of Childrens Hospital - discusses lead poisoning in depth.

31. As we begin to focus on individual medical conditions which are common events in the path of development, we try in simple language to explain some physiology of the body. Fever is one of the most common expressions of disease. But many children have relatively high fever with relatively minor variations from normal. The mechanisms of production of fever, its significance, the proper way to manage it, when to call the doctor - all are covered in this introduction to common childhood diseases.

32. The most common illness affecting children is that of simple colds, "virus" infections, and other manifestations in the respiratory tract. By use of charts and pictures, the anatomy of the respiratory tract is demonstrated, and the point is made that there are many structures making up this system and that it must be considered as a whole - and that for normal conditions to pertain there must be an open airway from top to bottom. This talk is preparatory to talking about general and specific diseases of the respiratory system.

33. The frequency, importance, severity, and types of various bacterial and viral infections of the respiratory system are presented. An attempt is made to clarify common misunderstandings about "viruses" - and a simple terminology is suggested.

34. We now begin to discuss more specific conditions relating to the respiratory system. The child with repeated colds is discussed and parents are advised how to proceed with investigation and management of such children. We then begin to discuss localized, specific conditions - starting with ear infections. The reason why children have more ear infections than adults, symptoms, advice on management - all are covered. Parents are urged to follow up on any ear infections by subsequent medical checks.

35. Infection in the glands of the neck - cervical adenitis - is here discussed as a localized complication of disease in the respiratory tract. Natural history of the condition is described. We then proceed down the respiratory tract and talk about infections in the larynx. Croup is the common name given to these infections and the various types are described. Parents are instructed how to sensibly report to the doctor and how to manage this common childhood disease.

36. Still discussing respiratory conditions, we now go on to the lower tract and discuss bronchiolitis and pneumonia. Again pictures are used to explain the terminology and anatomy in simple terms. Parents are urged to make careful observations and to report adequately to the physician. Important and unimportant symptoms are explained. This program ends with a discussion of aspiration of foreign objects into the respiratory tract. The symptoms, mechanisms, the common types of trouble makers (peanuts for example) are covered.

37. Allergy: The entire subject of abnormal sensitivity reactions is
38. covered. Terms are explained since there is so much confusion in
39. people's minds about what allergy is. The mechanism of the reaction, the role of heredity, the causative agents, the clinical types of reaction are the bases for the discussion. Specifically, allergic rhinitis (Hay fever), asthma, and skin allergies (eczema) are covered in detail, and the sequence ends with a suggestion - using pictures and slides - of how to make a dustproof house.

40. Convulsive disorders and the isolated convulsion are important disease manifestations in childhood. Some 7 per cent of children have at least one convulsion. The nervous system development is reviewed, various types of convulsions described, practical advice is given as to management for the parents. Prognosis - depending upon the type of seizure - is apt to be fairly good with proper treatment.

41. Urinary tract - "kidney" - infections are very common in young children - particularly females. By means of diagrams, pictures, and X-ray films the normal structure is pictured, and then disease in various locations is described. The importance of proper observation and diagnosis to prevent continuing infection in later years is stressed.

42. Foot problems in children often cause considerable parental attention and concern. The normal changes in the feet and legs as growth advances are portrayed - and then we go on to talk about flat feet, pigeon toes, knock-knees, bow-legs, etc. Common errors in lay notions are corrected as to requirement for special shoes, sneakers, etc.

43. Continuation of discussion of the bony skeleton with an opening period devoted to the question of shoes for infants and children. When to put them on - what type, etc. We discuss injuries to the skeleton - fractures, etc., with the main focus of attention on head injuries from falls. What to watch, when to call - what to do in emergency situations. Skull fractures, concussions, etc., are discussed.

44. We have reached the point where we are getting into the transitional period between the toddler child and the preschool child. We must now be prepared to get the child "ready" to go to school eventually. This brings up the considerably confused and somewhat controversial subject of "testing" of children. Dr. Grace Gregg, Director of the Developmental Clinic at Childrens Hospital, is a guest and initiates an informative discussion of variations in development and some principles of developmental testing.

45. Developmental testing - continued: Dr. Grace Gregg is guest and further discusses and demonstrates what is done, what is meant by school "readiness." The effects of illness at various stages of development are explained.

46. The psychological characteristics of the 4-6-year-old child are important to understand as he gets ready to go to school. The child assumes the sexual identification which he will live the rest of his life. Little boys begin to assume the male role and little girls the female. Sexual attachment to the parent of the opposite sex develops, and here many errors of management are made because of lack of understanding of the normal events. Curiosity about sexual roles develops. Advice is given on how to live with this stage of personality development.

47. Dental Health: The whole problem of dental health is discussed with Dr. Peter A. Sciullo, Director of the Dental Clinic at Childrens Hospital. Dr. Sciullo answers all the usual questions about care of the teeth in children, advises about visits to the dentist, use of fluorides in water, etc.

48. Speech and Language Development and Problems: This important subject
49. is discussed by Lawrence Bloom, Director of the Speech Clinic at Childrens Hospital. The importance of speech in development, delayed speech, stuttering, lisping, and other common problems are identified and explained, and advice as to what needs to be done is given. Methods of speech testing are demonstrated.

50. School Age Child: A new and important phase of development has begun for now the child is going out on his own - and must develop independence from his family. The physical events of growth are shown by charts and graphs and we begin to outline the various health problems of this age group. This is done according to the usual format of separating physical characteristics and problems from the emotional - and then coordinating the two streams of development. As the child goes out and has more contacts, we begin to see more respiratory infections - the incidence of the common childhood infections - chicken pox, etc. is high here.

51. School Age Child: Continuation of discussion of common physical illnesses. The question of tonsils and the indication for their removal is discussed in depth. The changing attitudes of physicians toward wholesale removal, the many things that are not reasons for subjecting the child to operation, etc., are outlined. At the conclusion of this subject, we begin to outline the behavior characteristics of this aged child, the requirement that he becomes more interested in others like himself rather than adults--the need to conform and to be accepted by other children and problems that arise along these lines.

52. School Age Child: The demands of childhood society require a great deal of adjustment for children and most of them make the necessary adjustments happily. They must make friends and be accepted. If these tasks are not completed successfully and the child cannot make friends, his unhappiness may be expressed in a number of behavioral patterns. These may be outstandingly emotional or psychosomatic.

53. School Age Child: Antisocial behavior is a frequent cause of parental concern and may make for unsuccessful adjustment in school. The symptoms of the underlying failure may be lying, stealing, poor school work, truancy, etc. Frequently, the symptom may be expressed in the form of physical complaints--and we begin to discuss such manifestations as headaches, nervous tics, etc.

54. School Age Child: Continuation of description of other physical problems which may be caused by fundamental unhappiness. Abdominal pain is used as an example, and descriptions are given of the acute abdominal pain episode as contrasted with the chronic, recurring type. The latter is most frequently associated with psychological problems. Natural history of recurrent abdominal pain is outlined. Fainting is described and we finish by summarizing the origin and management of the above types of problems.

55. 56. 57. School Age Child: One of the common problems and a cause for considerable parental concern is the question of heart disease in children. The subject is explained in terms which hopefully will be understood. The initial subject is rheumatic fever. It is explained that rheumatic fever comes in certain children after they have had a "strep throat." We then go on and explain the mechanism of streptoccal infection, and come back to a description of rheumatic fever. But the important part of rheumatic fever is that about ½ the children are left with greater or lesser damage to the heart. On the other hand, there are many, many healthy children who have normal hearts but who have "heart murmurs." The whole broad subject of strep infections, rheumatic fever, heart disease, non-heart disease, murmurs, etc., is covered completely. This sequence should straighten out a good deal of confusion in lay people's minds about these subjects.

58. School Age Child: A very important nutritional problem in this country, with its origin frequently in childhood, is, obesity. Dr. Allan Drash, Associate Professor of Pediatrics at the University of Pittsburgh, and co-director of the Metabolic Service at Children's Hospital, discusses this subject completely. Standards of diagnosis, familial patterns, use of diets, drugs, etc., all are explained. Again many mistaken notions held by lay people are corrected.

59. 60. School Age Child - Learning Problems: One of the most difficult problems we encounter in work with children is the child who appears "normal" in every way and still performs badly in school. There is a rash of literature on subjects related to this subject - dyslexia or specific reading problems; visual and auditory perceptual defects, etc., are discussed by Dr. Elizabeth Scheide, Psychological Consultant to the Allegheny County Schools. The origins, the diagnosis of, the frequency, the correction of, and the outlook for success are covered in sequential fashion. This is a comprehensive review of a difficult subject.

61. School Age Child - The child with impaired hearing. The importance of sound and hearing in learning is outlined. Various types of hearing impairment exist, and are of varying degrees of severity. Early recognition is stressed and parents are advised as to some of the more subtle manifestations. Outlook with proper management is explained.

62. School Age Child - The child with impaired vision: is discussed by Dr. David Hiles, Director of the Ophthalmology Service at Childrens Hospital. As above, frequency, types, manifestations are described. When to have an eye check, the problem of glasses, contact lenses for children, crossed eyes, etc., are all covered in this program.

63. School Age Child - The role of exercise, sports, fitness, and competitive athletics is important in our society. All of these subjects are discussed in relation to the school age child. The question of the over emphasis on the varsity type of competition and its harmful influence on many children is discussed. A plea is made for consideration of the ungifted as far as athletics is concerned, and suggestions are made for a properly controlled program of athletic games and competitive sports for all children.

64. The final program attempts to summarize the important aspects of development that have been presented. We then go on to discuss "things to come," the expected physical, physiological, and psychological manifestations as the child progresses from the school age period to adolescence. The point is made that the basic personality has been made by what the child has seen and learned in the early years in his home--and that if he has a "normal" personality he has greater chance to happily take his place in adult society.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Communications and Education
TALENT: Charles A. Siepmann
LENGTH: 30 min.
PRODUCING AGENT: Educational Broadcasting Corporation
NUMBER OF PROGRAMS: 30
AUDIENCE: College course, general adult, teacher education

CONTENT: The series is designed as a synthesis of Professor Siepmann's approach to communications and their relationship to education and society. Although its primary intention is college credit, the individual programs are self-contained units and can be used singly or as a full cultural series.

A student (or viewer) guide is available at $1 each. A College Proficiency Examination is available for use as a measuring instrument for undergraduate, teacher certification, or in-service credit.

1. Race Against Time - Not only have times changed but the time necessary for change to occur has been compressed. Among the significant changes affecting our way of life have been the fact of "one world," atomic energy, cybernation, increased leisure time and a moral vacuum. These changes, of course, relate to the functioning of education and communications.

2. Democracy - As G. K. Chesterson said of Christianity, the trouble about democracy is that it never has been tried. Ignorance, indifference, and inertia prevail, while the unresolved matter of how individual and social man best achieves fulfillment goes on. What happens when the rights of an individual conflict with society? Are these the issues? or is democracy a belief in and commitment to the sanctity of the individual?

3. The Communications Revolution - The revolution is like that of a mountain range with several towering peaks: the eruption's recency, the scale of the revolution, specialization, obsession with the here and now, the growing power of the mass media, the new freedom of the press, and the new significance of propaganda.

4. Broadcasting: 30 Years Retrospect - A brief glance at the history of broadcasting, including a commentary on broadcasting's influence on our business, culture, and leisure life. The original intentions of broadcasters have changed. The triple partnership of the industry, the FCC, and the public failed because of greed, cowardice, and indifference.

5. Giving the Public What It Wants - In matters of taste and interest the "public" has no common denominator. Tastes differ. Ratings do not accurately gauge, especially what is never received. Equitable program service should include the widest variety of experiences or an attempt to meet four basic needs: entertainment, practical information, knowledge, and awareness and experience in depth.

6. Freedom of Speech - If a public referendum were held today on the first amendment to the Constitution, there is some question that it would pass. Is freedom of speech divisible or absolute? The free pursuit of fact and values seems a human duty not to be interfered with.

7. Freedom of the Press - Are freedom of speech and freedom of press synonymous? They were originally; but with the invention of the modern press, the situation changed. Big business techniques and requirements have changed the relationship. The unresolved dilemma rests between government sanction and consumer education.

8. Newspapers' New Role - A conversation with Alistair Cooke concerning the implications for newspapers as to the public's reliance on TV as a source of news and the importance of newspapers not as a branch of profit-seeking enterprise but as a public servant.

9. Free Press and Fair Trial - Two of our most traditional rights, freedom of the press and due process of law, conflict with each other; historically, they always have. The situation though has been aggravated by the communications revolution. The publishers associations and the bar associations have, of course, conflicting views: another unresolved dilemma.

10. Broadcasting: Television's Right of Access - Should television cameras be admitted to courtroom proceedings? Does the satisfaction of normal interest of people in trials conflict with a larger right of someone else? The famous trial of Billy Sol Estes in 1962 serves as a departure point to consider the pros (the prosecution) and the cons (the defense) of the matter.

11. Privacy and the Right To Know - The struggle between privacy and electronic devices is an ever-increasing problem. Surveillance, lie detectors, fact collecting agencies using computers, the activities of the press are several symptoms of the problem. The climate of opinion and the role of mass media as they set a tone of decent regard for the rights of the individual are determining factors.

12. Censorship and Obscenity - Many famous authors have one thing in common: their works have been banned, burned,or bowdlerized. Both prior censorship and punitive censorship are now concerned almost wholly with obscenity, which has never adequately been defined. Legal means seem unworkable because of lack of clear definition,so other means are needed.

13. Propaganda: Meaning and Significance - Propaganda has become a dirty word because of its misuse. It is necessary, however, to be aware of its presence because of its power? It has range and reach, omnipresence and the skills of the propagandist. There is a moral aspect which seems lost but can be revived through anger and resistance of the individual.

14. Propaganda: Its Power - Propaganda can result in four outcomes: nothing, conversion, precipitation,or confirmation. The outcome is achieved through success of saturation, repetition,and association with the receiver's susceptibilities. In large measure, the success of propaganda is related to education's failure to teach logic.

15. Propaganda: International and Domestic - If people had electronic ears, they would be deafened by the international babel of propagandists. The statistics of radio and movies indicate a situation which has no known effects. Domestic propaganda is clearer. Can politics be merchandised like products? Will it?

16. Propaganda: Section 315 - The equal time provision of the Communications Act creates a sensitive issue, especially at election time. The Nixon "Checkers" speech and the Kennedy-Nixon debates illustrate the power of television to affect voters' opinions. Section 315 and its implications are related to the larger social problems of the cost of running for office and the whole question of controversial issues.

17. Mass Communications: Effects - The difficulties facing the social scientist in communications research are: each method of communications has a different influence on different people, and how the effects of mass communications can be isolated from other influences. About all that can be said is effects are dependent on who says what to whom, how, when, and in what situation. Anyhow, the interest of communications research is in what it tells us about ourselves.

18. Education: Its Meaning - Only the gifted teacher can make the dry bones of education live; there are too few teachers, mostly born not made. Training is not education, which should be concerned with what it means to be and is lifelong and slow.

19. Education: To Teach - As in politics we get the government we deserve; so with education. The factors aggravating education are many: the unprecedented claims on education of a technological age, the student bulge, teacher shortages, and physical equipment. Wanted: a change of heart, release of Federal funds, and use of modern teaching resources.

20. Education: The Realities - The realities stem from the public's indifference, the low estate, status and competence of teachers, and the burden placed on education. These can only be alleviated by a thorough renovation of policies and practices in education.

21. Growing Up In America - with Edgar Freidenberg. A conversation with the noted author-social psychologist who maintains that the public schools are designed for conformity and to kill a love of learning in students.

22. The Comprehensive High School - with James B. Conant. A conversation with the noted educator-author in which the wide disparity among schools and states in many important areas of education is indicated.

23. A Conversation with James E. Allen - The Commissioner of Education of the State of New York explores areas on improving local and state relationships, teacher training and professionalism, and equal educational opportunities.

24. The Case for ITV No. 1 - The demands on education have strained our physical and human resources. We need ways and means of conserving and redeploying skills and a more equitable distribution of excellence. Television can do this.

25. The Case for ITV No. 2 - Order, clarity, and pace are characteristics of any good lessons including those conducted by television. Television forces these values on the television teacher. Lessons are used for enrichment, direct teaching, and team teaching.

26. ITV: An Organization - with James Brish. A conversation with the superintendent of schools of Washington County, Maryland. With the help of the Ford Foundation, a county-wide closed circuit system has been used for instruction for over 10 years.

27. ITV in Higher Education - By 1970, we can expect 7 million college students and by 1975 three times the faculty we had in 1955. Television has been used notably in varied ways in higher education: Chicago Junior College, medical and dental schools, teacher training, and required classroom courses. The advantage: first rate instruction and redeployment of faculty.

28. Electronic Resources - with Ira Singer. A conversation with the assistant superintendent for instruction for the West Hartford, Connecticut, schools, where a sophisticated system of electronic retrieval of information is now being developed.

29. ETV and Life Long Education - The problems of institutional education and the dangers of mass media can be dealt with together, by using television to provide an improvement in the necessary and continuing search for knowledge and awareness that a democracy needs to survive.

30. The Conclusion - The world is the aggregate of all of us. "The fault, dear Brutus, is not in our stars but in ourselves...." We do not "hold these truths to be self-evident" but need to learn to hold our own beliefs again. But "the road is always better than the inn."

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Communications and Society: A History of Broadcasting
LENGTH: 60 min. (or two 30 min. parts)
TALENT: Charles A. Siepmann
NUMBER OF PROGRAMS: 20
AUDIENCE: College and Adult
READING LIST AVAILABLE

CONTENT: Mr. Siepmann, Professor Emeritus of New York University, reviews the history of broadcasting in America, identifying highlights in its development as these have affected the habits, tastes, and outlook in society. Makers of the history or experts on the subjects covered participate by recounting their part in the event or by giving expositions or analyses of the significance of the event to broadcasting history or society.

(Each subject is treated in two 30 min. parts)

1. Communications and Humanity - Professor Siepmann analyzes the development of means of communications from cave painting to present in part one and presents his view of the purposes of communications, through prose and poetry readings in part 2.

2. Radio Is Born: U.S.A. - Guest Erik Barnouw, professor of radio and television at Columbia, presents the early history of radio from the 1890's to 1920's and discusses with Siepmann the implication of that history.

3. Radio Is Born: England - After a brief historical narrative, Siepmann, who was a vice president of the BBC, interviews Lord Reith, founder and first director-general of the BBC. The latter is part of an extended interview done in England.

4. Radio Drama - Guest Norman Corwin describes and presents some of his work as one of the most prominent and prolific writers of radio drama and discusses with Siepmann the place of radio drama in the lives of people during the 1930's.

5. The Daytime Serial - Guests are Irna Phillips, soap opera writer since 1927; Rudolf Arnheim, whose study condemns the serials; and William Henry, whose study found value in them.

6. The Invasion From Mars - John Houseman, associate producer of the famous Orson Welles broadcast, does a thorough analysis, with excerpts, of how the effect was achieved. Mrs. David Green, a prime interviewer on the Hadley Cantril study, joins with Siepmann and Houseman in part two for a discussion of the panic which resulted.

7. The Entertainers - A treatment of the shows and their stars whose names became household words. Sylvester "Pat" Weaver, formerly of NBC, joins Siepmann in a discussion both reminiscent and serious, about the place of entertainment in the lives of people.

8. News and Commentary - Guests are Abe Schechter, first manager of NBC News, and Quincy Howe, well-known news commentator.

9. The Communications Act of 1934 - Former Senator Clarence Dill of the State of Washington, author of the Federal Radio Act and the Communications Act, joins Siepmann in a two-part discussion of the origins and content of broadcasting law.

10. Section 315 - The equal time provision of the Act is discussed with Richard Jencks, CBS counsel, and Herbert Alexander of the Citizens Research Council of Princeton.

11. Fairness Doctrine - The Mayflower Decision and the fairness doctrine are discussed with Rosel Hyde, former chairman of the FCC.

12. The Blue Book - The only attempt at prescribing program content essential in the public interest is discussed with Clifford Durr, former member of the FCC and sponsor of the study, and Paul Porter, chairman of the FCC at the time of the study.

13. Network Broadcasting - Roscoe Barrow, former dean of the law school at University of Cincinnati and author of the FCC study and recommendations on regulations of networks, joins Siepmann in a two-part discussion.

14. Broadcasting and Politics - Professor Siepmann analyzes the role of broadcasting in politics, covering events and personalities such as fireside chats, Coughlin, Hitler, Huey Long, etc.

15. International Broadcasting - Professor Siepmann, who was part of the OWI during WW II, describes and discusses the phenomenon of radio propaganda flowing between countries. William Benton, former Senator from Connecticut and Assistant Secretary of State when the VOA was formed, joins Siepmann in Part II.

16. Broadcasting and Justice - A discussion with Telford Taylor in which the press associations' and the bar associations' views are juxtaposed.

17. Communications Research - Paul Lazarsfeld describes the intentions and findings of scientific research in the field of broadcasting.

18. Advertising - Wallace Ross, director of American Television Festival, and Maurie Webster, of CBS Radio, present some prominent radio and television commercials, along with significant comment on the way they came about and the reasons for their success.

19. Economics - Leo Bogart and Thomas Guback join Siepmann in an analysis and discussion of a little studied and less discussed subject.

20. Part I - David Susskind, a prominent producer, joins Siepmann in a discussion of the nature and difficulties of commercial production, highlighting the series, "East Side, West Side."

Part II - Professor Siepmann concludes the series with a summary of the lessons the history of broadcasting has taught and makes some prescriptions for the future.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Film and Society
LENGTH: 30 min.
TALENT: Anthony Peter Schillaci
PRODUCING AGENT: All Media Productions
NUMBER OF PROGRAMS: 30
AUDIENCE: Advanced High School, College, and Adult
Student self-instruction guide available
CONTENT: The American film as it reflects and creates structures in the society

1. FILM AND SOCIETY...aim, scope, structure, basic elements of the series
2. GOD'S COUNTRY...the epic western celebrates the natural environment
3. DON'T FENCE ME IN...the social western and the settling of the west
4. FASTEST GUN IN THE WEST...the evolution of the western hero myth
5. SIX-GUN MORALITY...the values inherent in the western as national myth
6. SADDLE SORE...present signs of decline; future role of the western
7. CRIME PAYS...the gangster antihero and the city environment
8. PRIVATE EYE...the loner, living between underworld and the law
9. IN THE NAME OF THE LAW...law and order in police and crime films
10. UNIVERSAL SOLDIER: PART I...rise of the forties war film
11. UNIVERSAL SOLDIER: PART II...contours of the Glory Guys myth
12. PATHS OF GLORY: PART I...Cold war ramifications on the myth
13. PATHS OF GLORY: PART II...twilight of myth and rise of antiwar film
14. WAR IN THE GLOBAL VILLAGE: PART I...foreign war films
15. WAR IN THE GLOBAL VILLAGE: PART II...Vietnam and beyond
16. I SPY...to Bond and beyond, the espionage and political intrigue film
17. THE HAUNTED IMAGE...the horror film and the preternatural environment
18. DIE, MONSTER, DIE!...the science fiction film and the fear of science
19. THE MIND BOGGLES...exploring the new space/time continuum in space fiction
20. THE INFERNAL MACHINE...comic treatment of the technological culture
21. SONG AND DANCE...the musical as folk opera with images
22. SOME ARE LESS EQUAL...the minority image on the American screen
23. THE GREATEST STORY RETOLD...the evolution of the religious film
24. LAND OF DISNEY...Richard Schickel and the Disney version of America
25. DIAL H FOR HITCHCOCK...Andrew Sarris and the world of Hitchcock
26. DOING AMERICA'S THING...Stanley Kauffmann and the personal film
27. SEX ON THE SILVER SCREEN...Hollis Alpert and the sexploitation film
28. RATED X...Richard Randall and censorship of films
29. UNDERGROUND WITH THE AVANT-GARDE...Parker Tyler and underground cinema
30. CONTINUED NEXT WEEK...the future of relations between film and society

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Drug Abuse Self-Awareness for High School Students
LENGTH: 17-21 min.*
PRODUCING AGENT: Film Modules Inc.
New York State Education Department
NUMBER OF PROGRAMS: 3
AUDIENCE: High School

CONTENT:

Purpose: The three Film Modules in the Self-Awareness Series on Drug Abuse are designed to help students to deal more maturely with this issue. Unlike previous films in the drug area, these are free of overt or concealed judgments or dogma. Since they are designed to be experiential devices, they present no cognitive material. Their goal is, instead, to stimulate a series of discussions helping each student to become more aware of his own feelings and attitudes. True self-awareness leads to more responsible decisions and behavior with respect to drugs.

Design*: The three films in the Self-Awareness Series are a compression of everyday experiences of high school students. The program requires 12 periods in the classroom or as a volunteer extracurricular activity. Included with the program is a comprehensive discussion leader's guide and a series of student worksheets which help the participant to relate the feelings and attitudes that are brought to the surface by the discussions to his own real life experience.

Goal: The Film Modules act as a catalyst to stimulate honest group discussion of feelings related to drug use. The fears, angers, and attractions surrounding drug abuse are brought into sharp focus for each individual student. The process forces each participant to decide for himself on the basis of his own feelings what involvement he wants with drugs, if any.

1. Fear

2. Humiliation and Anger

3. Compassion

4. Teacher Training Tape

The series is also available in 16mm color film. Film prints can be purchased by New York State educational institutions at a special reduced rate of $250 (entire package of three films and guide) directly from: Film Modules Distribution, 496 Deer Park Avenue, Babylon, New York 11702.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Drug Abuse Self-Awareness for Teachers
LENGTH: 20 min.
PRODUCING AGENT: Film Modules, Inc.
NUMBER OF PROGRAMS: 2
AUDIENCE: Teachers
GUIDE AVAILABLE

CONTENT: A unique inservice training program for teachers of junior high school and high school students. The program consists of two (video tape) modules, a discussion Leader's Guide, and participant worksheets. Unlike previous efforts in the drug abuse area, the modules contain no overt or concealed positions. In addition, no attempt is made to provide cognitive material or to teach about drugs. Its single goal is affective training to help raise the self-awareness of the individual teacher to his own feelings about the use of drugs; his fears and angers; his feelings of humiliation, and his love for children and his profession.

Time required: 8 hours (four two-hour sessions involving groups of 10 to 15 teachers)

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: It's Your World(color)
LENGTH: 30 min.
PRODUCING AGENT: New York State Education Department
AUDIENCE: Administrative and teaching staffs

It's Your World emphasizes exemplary and innovative approaches to health and drug education.

The focus of attention is primarily on the issues which stimulate students to utilize curriculum related to their everyday world. Activities taking place in several school districts have illustrated ways of involving students by encouraging them to work with and learn from other students, parents, teachers, and community leaders.

To encourage schools to develop health and drug education programs which will grant to the student a sense of responsibility for one's education through involvement is the keynote of this program.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: The Drug Society
LENGTH: 60 min.
PRODUCING AGENT: New York State Education Department
AUDIENCE: Administrative and teaching staffs

The Drug Society dramatizes vital components required for developing successful drug education programs.

The primary purpose is to acquaint school board members, school administrators, and teachers with the magnitude of the drug problem and to present guidelines to curb drug abuse through preventative education. Peer group education programs are stressed.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Ghetto Teacher - The Returned Volunteer
LENGTH: 20 min.
PRODUCING AGENT: New York State Education Department
NUMBER OF PROGRAMS: 1
AUDIENCE: Secondary, College, and Adult

Ghetto Teacher is not a teacher recruitment video tape in the traditional sense. It is an attempt to provoke thought and discussion about teaching in the inner city. From the discussions and interviews in this documentary-type production, we obtain several different perspectives on what it involves--emotionally, intellectually, and physically--to teach in the inner city. We participate as observers in a discussion by returned volunteers who are teaching in ghetto schools. There are also excerpts of interviews with a Puerto Rican mother and a black junior high school principal.

The video tape is of interest to volunteers such as VISTAS who are considering teaching. Actually, the video tape is important to all who wish to teach in an urban environment.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: A Strategy For Quality and Equality in Education
LENGTH: 30 min. (Color)
TALENT: Manly Fleischmann; Francis Keppel
PRODUCING AGENT: New York State Education Department
NUMBER OF PROGRAMS: 1
AUDIENCE: Adult

CONTENT: At a time when crisis in many forms is besetting school systems, New York has undertaken what is possibly the most ambitious inquiry ever made into the state of education. The results of the investigation -- the findings, conclusions, and recommendations -- are being made public in The Report of the New York State Commission on the Quality, Cost, and Financing of Elementary and Secondary Education.

This television program summarizes the first five chapters of the report:

Chapter 1. "The State of Education in New York"

Chapter 2. "School Finance: Toward Equality of Opportunity"

Chapter 3. "Federal Aid to Education"

Chapter 4. "Racial and Ethnic Integration"

Chapter 5. "Aid to Nonpublic Schools"

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Man Against His Environment (Available until December 1974)
LENGTH: 30 min.
TALENT: Robert Rienow
PRODUCING AGENT: State University of New York at Albany
NUMBER OF PROGRAMS: 28, a 115 page student guide is available
AUDIENCE: Advanced High School, College, and Adult

This series on ecology is designed to undo our complacency about our environment and shows the danger inherent in fomenting a constant battle with nature. The abuses to our environment are in reality but symptoms of more fundamental social ills. The cure rests on the understanding approach of the ecologist, advance agent of an evolving science.

Dr. Rienow is a professor in the Graduate School of Public Affairs, State University of New York at Albany.

1. Man Against His Environment...on the ideas and actions which destroy or conserve

2. Too Many People...on over population

3. The Growth Panic...runaway production and consumption as environmental abuse

4. Even The Greatest Lean...ecology, as a key to responsible stewardship

5. The Squeeze on Earthly Space...on urban sprawl and the loss of open space

6. The Great American Thirst...on dangerously diminishing water supply

7. Water Witches of the Future...on false claims for future water sources

8. Wilderness: Our Wolf Mother...on what wilderness means to Americans

9. Wilderness and the Human Animal...on irreplaceable losses of wilderness

10. When Man Plays God...on why man must honor forms of life other than himself

11. Parade of the Doomed...on the extermination of life forms

12. Agony of Cities...on the degradation of natural resources in the city and the need for drastic action

13. Strangulation by Freeway...on runaway highway building..

14. Outfalls May Be Our Downfall...on water pollution and its power to degrade and kill life

15. Cold Statistics and Hot Pollution...unanswered questions concerning the proposed building of 700 nuclear power plants

16. *Midnite at Noon*...on increasing air pollution

17. *Air Rationing-The New Age*...on the loss of fresh air, and the need for strict controls

18. *Color Me Green*...on man as an animal needing nature's surroundings

19. *A Dirty Four Letter Word: Junk*...on the problem of solid waste disposal

20. *To Hear Or Not To Hear*...on noise, and why we must control it

21. *The Slow Kill*...on lethal chemicals

22. *No Place To Flee To*...how immigration increases population expansion

23. *What's Left in Davey Jones' Locker?*...on overestimation of the sea's resources

24. *The Salt in Our Blood*...on how we kill our basic food source, and ourselves

25. *The Escape Hatch*...what science can and cannot do to rehabilitate our environment

26. *The Big Snow Job*...on false assurances of environmental improvement and safety

27. *Politics-Where the Show Down Is*...on why we must become involved in political action

28. *Earthmanship*...on the interlocked relationship of all environmental abuses, and the need for an ecological trust to guide and educate the citizenry

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Man Builds, Man Destroys
LENGTH: 30 min. (Color)
PRODUCING AGENT: United Nations Television, New York State Education Department
NUMBER OF PROGRAMS: 13
AUDIENCE: Secondary, College, and Adult
COMPLETE SELF-STUDY GUIDE AVAILABLE

CONTENT: The goal of this series, Man Builds, Man Destroys, is to provide the educational and informational thrust needed to bring about corrective environmental conservation measures and to see that the corrective policy is continued. The accompanying guide will take into account the integration of other pertinent learning and action oriented environmental experiences for viewers.

1. It Can Be Done. This program shows that individuals have the power to change the environment for the better; that personal example can bring results. Case studies are presented in the program: a) Buddhist priests in Japan fight industrial pollution; b) an individual engineer wins out against the use of DDT in rural Connecticut; c) a New York apartment dweller campaigns for a quieter city.

2. Scars on the Surface. This program deals with the minerals we take from the earth, the way we do it, and the damage we cause. It also examines possible alternative sources of supply and approaches the problem on how mining practices can be changed to ensure that extractors restore or repair the land they damage.

3. Among the Living. This program deals with the future of a single New York State community of moderate size, to see what impact population growth will have over the next 30 years. What will the new population need in the way of schools, housing, water resources, health care, sanitation, public transit? What pollution problems will emerge? How can present planning anticipate requirements?

4. Power to the People. The program weighs immediate needs for power and possibilities for fulfilling them, including the prospect that the fusion process might make possible direct conversion of the atom's energy into electric power with minimal fallout.

5. All the Fish in the Sea. This program shows how market forces in rich industrial countries can damage the environment of distant lands. Developed countries (particularly the USA and Japan) need and use fish meal in vast quantities, for fertilizer and poultry feed. In the late fifties, vast resources of anchovetas were discovered off the Peruvian coast, a fish-meal industry was established and very soon 1,200 trawlers were at work bringing in the catch. The results have been dramatic--and damaging. Over-fishing has now brought the anchovetas population down to the point where the catch is half what it was only a few years ago. Action is needed.

6. The Car in the City. The automobile today tyrannizes the city, polluting its air and distorting its character. While the auto industry looks for ways to cut down carbon monoxide emissions, this program takes a close look at alternatives and 'trade-offs.' What do we gain from use of the internal combustion engine and at what cost? How can we improve mass transit? How can the city be built so as to live with less dependence on, or, at any rate, in a situation of more effective compromise with it?

7. You Can Help - Throw It Here. This program looks at a family consciously trying to limit its intake of packaging materials and to reuse its waste product; we visit a recycling center for cans and bottles; we see an imaginative use of rubbish for land fill purposes (Mt. Trashmore); and look at research towards the extraction of metals and glass from solid wastes so that these may be used again.

8. Six Fathoms Deep. Of the many pollutants we dump in the ocean, oil is probably the most damaging - because of its quantity and nature. It floats on the ocean surface, changes the evaporation rate, cuts off light and air from the sea below and makes the waters less habitable. This program surveys the general situation, explains the damage done by oil pollution, surveys possible methods of controlling tanker movements to prevent disasters.

9. Flow Gently. For centuries, man has used his waterways as sewers and dumping grounds - but rivers have shown a remarkable ability to clean themselves if not driven beyond bounds; they can cope with large deposits of sewage and industrial waste. But these are limits, and today few northeastern rivers in the USA are safe for swimming. Some have actually caught fire because they were so packed with effluents. This program concentrates on one polluted waterway, following it from source to sea and examining what happens to its waters as they pass through agricultural, residential, and industrial zones.

10. Striking a Balance. How do you weigh the assistance given by pesticides and fertilizers against the damage they cause to the balance of plant and animal life in streams and lakes? This program examines the issue of "tradeoffs" and also the use of synthetic chemicals as food additives, in drugs, cosmetics, etc. In the US, 400 new chemicals are added to the market each year. Though they are tested for health hazards, the effects of their breakdown products remain generally unknown.

11. The Air We Breathe. "Clean air" is hard to find. On a clear day the air may contain poisons or lack sufficient oxygen; dirty-looking air can contain only harmless droplets of water, or even solid particles not harmful to man. This program samples the air we breathe, studies how weather systems ventilate our cities (and why they so often fail to do that job well), and considers how urban pollution can be remedied.

12. Only One Earth (The Stockholm Conference). Mounting concern on a worldwide scale led the United Nations to call governments to Stockholm in June 1972, for a major conference on the Human Environment. Leading scientists and administrators who frame public policy met in the Swedish capital to consider the state of human life and to agree upon a Proclamation on the Environment. This program reports on that Conference.

13. Under New Management. The interaction of factors is now growing so complex that it is becoming essential to plan in larger units, both substantively and geographically. Traditionally, governments divide up the field into such departments as "water resources" or "air resources"; but these divisions are proving to be ineffective unless run with a high degree of lateral cooperation. You cannot now isolate "water resources" from its neighboring fields like public health, mineral resources, etc. Since a city's "environment" may include public buildings, rats, poison ivy, rhododendrons and politicians (to name only a few elements), this harmonizing is a complex task. The program argues for planning in larger units, with a strong interdisiplinary approach. A recent decision by Nassau and Suffolk counties (to pool their water quality information and to share computer resources) points the way.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Aprendiendo a Ver (Learning to Look)
LENGTH: 28 min.
TALENT: Xavier Gonzalez
NUMBER OF PROGRAMS: 13
AUDIENCE: High School and Adult

This Series is Produced Completely in the Spanish Language

Aprendiendo a Ver features the well known Spanish painter and lecturer, Xavier Gonzalez, who leads the viewer through many of the styles, techniques, and methods used by artists; above all however, he attempts to teach the viewer how to look at works of art with a more knowing and sympathetic eye. Mr. Gonzalez' presentations are illustrated with many works from the Metropolitan Museum of Arts collection. The individual programs are progressive in nature and are numbered from 1 through 13.

Contenido del Programa:

Este programma disenado para televidentes de todas las edades, desde ninos, hasta adultos con poco preparacion en las artes, tiene el objeto principalmente de ayudarnos a comprender el arte de una manera sencilla a traves de nuestros sentidos. Es dedicado enteramente a la apreciacion visual de las artes. Ver y sentir. Todos miramos, pero con demasiada frecuencia no vemos.

Esta coleccion de charlas informales desde el estudio de un pintor, an sido hechas por el profesor de arte, escultor, pintor y conferencista espanol Xavier Gonzalez, con el interes especial tanto del Museo Metropolitano de Arte de traer a la numerosa teleaudiencia hispana de Neuva York y vecondades, un programa interesante, ameno y educativo en el campo de las artes en sus propios hogares.

Los programas tienen numeros de 1 a 13.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Bonjour Mes Amis
LENGTH: 20 min.
TALENT: Sister M. Irene Fugazy, Ph.D.
PRODUCING AGENCY: Instructional Television of the Archdiocese of New York
NUMBER OF PROGRAMS: 30
AUDIENCE: Elementary grades
TEACHER GUIDE AVAILABLE

Bonjour Mes Amis is an introductory course in French for elementary school children. Simple, every-day vocabulary is presented so as to insure not merely correct pronunciation, but French accent and intonation. Each lesson reinforces the previous ones. It is recommended that primary grades be allowed to view each lesson twice as there is need for frequent repetition.

Lesson 1 - Introductory Lesson:
My name is ________;
My age is _________;
Hello, etc.

Lesson 2 - Review of Lesson 1.
Names of objects in classroom:
pencil, pen, eraser, books, etc.

Lesson 3 - Review of Lessons 1 and 2.
Counting from 1 to 12
Counting objects.

Lesson 4 - Classroom and Students
Begin to Tell Time

Lesson 5 - School Friends
Classroom, library, names, etc.
Telling Time

Lesson 6 - Family at Table;
Father, mother, aunt, uncle, children.

Lesson 7 - Review of First Six Lessons
Calendar
Days of the week

Lesson 8 - Review Days of the Week
Counting up to 31
Begin the parts of the body

Lesson 9 - Parts of the Body
Colors
Combien de (how many)

Lesson 10 - Days of the Week
How many
Begin the months of the year and weather

Lesson 11 - Months, Seasons, and Weather

Lesson 12 - Table
    Dishes, knives, forks, etc.

Lesson 13 - Review of First Twelve Lessons

Lesson 14 - How Are You?
    I, you, we, everybody is well. (Changing form in verbs)
    Review of weather and seasons
    Telephone call

Lesson 15 - Changing Verb Forms
    Telephone calls - Review time - Take a walk and do errands

Lesson 16 - House: Exterior, Garden

Lesson 17 - House or Apartment - Rooms in General

Lesson 18 - Furniture

Lesson 19 - Going to Market;
    Butcher, baker, grocer

Lesson 20 - Review of Butcher, Baker, Grocer
    Foods

Lesson 21 - Review Seasons and Weather
    Clothing - Activities

Lesson 22 - Review - School, Lessons, Holiday

Lesson 23 - Holiday
    Trip to country
    Picnic
    Farm, animals

Lesson 24 - Trip to the Zoo
    Review animals on farm
    Animals in zoo

Lesson 25 - Trip to the City
    Department store
    Subway, train, etc.

Lesson 26 - Review Trip to the City
    Restaurant
    Food (review)

Lesson 27 - Review of Home, Country and City

Lesson 28 - Visit to a Library
    Books

Lesson 29 - Poetry - Poem of LaFontaine

Lesson 30 - Poetry and Review

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: El Español Con Gusto (Spanish With Pleasure)
LENGTH: 30 min.
TALENT: Morahima de Semprun, Assistant Professor of Spanish, Nazareth College, Rochester
PRODUCING AGENT: Rochester Area Educational Television Association
NUMBER OF PROGRAMS: 80
AUDIENCE: Beginning College Level, Selected Beginning Secondary Level
COMPLETE STUDENT GUIDE AVAILABLE

CONTENT: This instructional series is designed to teach the Spanish language through the "aural-oral method." The grammar is learned as an outgrowth of usage.

A complete 202-page guide is available, written by the instructor.

Lessons 1-80, including reviews and dictations.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Le Francais Vivant (Living French)
LENGTH: 30 min.
TALENT: Robert K. Menendes, Assistant Professor of French at Nazareth College, Rochester
NUMBER OF PROGRAMS: 80
AUDIENCE: Beginning college level, Selected beginning secondary level
COMPLETE STUDENT GUIDE AVAILABLE

CONTENT: This instructional series is designed to teach the French language through "the aural-oral method." The program is learned as an outgrowth of usage.

A complete guide is available for the student, written by the instructor.

Lessons 1-80, including reviews and dictations.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Sonar Bangla - A new Video Tape about Bangladesh - French sound track
LENGTH: 15 min.
PRODUCING AGENT: UNICEF
NUMBER OF PROGRAMS: 1 (Color)
AUDIENCE: Secondary and Adult
TEACHER GUIDE AVAILABLE

CONTENT: This video tape has a French language sound track. It may be used as a resource in teaching French.

The health, nutritional, educational, and general family welfare problems of returned refugees and millions of others affected by the recent conflict are reflected in the tape. Villagers sinking their own water wells with bambo scaffolding and tubes is a dramatic example of self-help in action. To aid the people of Bangladesh in this crucial period of reconstruction, UNICEF has launched a $30 million assistance program--the largest in its history--to provide food, medicines, shelter, clean water, and aid to rebuild disrupted health services and school systems.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: All of These Lives
LENGTH: 30 min.
PRODUCING AGENT: State Education Department
State University of New York at Albany
NUMBER OF PROGRAMS: 1
AUDIENCE: School Staffs and General Adult

CONTENT: All of These Lives not only stresses the urgent need for effective local school health and drug education programs, but also emphasizes the necessity of community cooperation, and particularly the development of university-based health education centers, which can be of invaluable assistance to local health educators in making their efforts more successful. Such centers can be the means to coordinate school and public health programs, to extend the University into the community, and to bring already existing resources more potently to bear on the preventable health problems. Leading health educators from throughout the State appear on this program.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Physical Health: "It's Up To You"
(Strand I, Health Sciences for Teachers)
Nutrition and Health Education - The Primary Grades, Intermediate Grades, and Secondary Grades
LENGTH: 30 min.
NUMBER OF PROGRAMS: 3
AUDIENCE: Teachers

These programs provide teachers with basic information in the field of nutrition and demonstrate the types of learning experiences in the school and in the community that can be used in teaching nutrition to students in the primary, intermediate, and secondary grades.

1. Nutrition and Health Education: The Primary Grades - This video tape demonstrates the conceptual approach in teaching. Stress is given to the development of positive attitudes in children toward food and eating by providing experiences in which there is an interaction between the student and materials in the environment. Attention is also given to differences among people in food selection and food habits, the need for a variety of foods, the need for "a beginning understanding" of the relationship between food, health, and growth, and family influences on the development of attitudes towards foods and eating.

2. Nutrition and Health Education: The Intermediate Grades - This video tape portrays many schoolroom scenes showing ways in which subject matter areas (science and social studies) can be integrated into nutrition education. In social studies, for example, interrelationships between nutrition and socioeconomic factors in different cultures can be shown. Obtaining essential nutrients in different cultural groups, in different parts of the world, in different periods of history has been well demonstrated. Similarly, children's interest at this age level in experimentation can be used to advantage by involving the children in a variety of laboratory experiments on food and the meeting of body needs. Emphasis is placed on individual differences and the fact that there are many gradations of "the average" or "the normal."

3. Nutrition and Health Education: The Secondary Grades - Emphasis is placed on involving students in the learning process and on helping them analyze specific situations in which their nutrition knowledge can be applied. The Basic Four Food Grouping has been the traditional criteria used for food selection in recent years in the United States. The point is made, however, that the Basic Four should be regarded only as a "tool" or guide, and that criteria used in other countries should be studied to see how people's nutrient needs are being met. Attention is also given to special problems, such as improving the nutritional status of low-income and specific ethnic groups, the pregnant adolescent, space travelers, and those having weight control problems.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: VD - A Plague on Our House
LENGTH: 60 min.
PRODUCING AGENT: WNBC-TV, New York City Department of Health
NUMBER OF PROGRAMS: 1
AUDIENCE: High School and Adult
(available for closed circuit use only)

CONTENT: This program offers a balanced presentation of the biology of venereal disease, the means by which we can hope to control it, and the cost to society of venereal disease. The program includes filming of an actual interview with a patient with syphilis, and a filming of a high school class on venereal disease.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: American Literature
TALENT: William A. Brady
LENGTH: 20 min.
PRODUCING AGENT: Western New York Educational Television Association
NUMBER OF PROGRAMS: 25
AUDIENCE: Senior High School

CONTENT: It is all too often assumed that because our students are Americans, they are familiar with American literature. On closer inspection, however, this assumption is frequently proven false. Beyond a superficial knowledge of "names" and important "titles," the American high school student is what O.E. Rolvaag once called a "cultural tramp" - an American ignorant of his own literary heritage, indeed scarcely aware that such a heritage exists, a proud cultural tradition that has enriched our country's history. The purpose of this ETV course, then, is to dispel some small measure of this ignorance about our American literary tradition: to examine the lives, personalities, and works of some significant American writers, to trace the cultural influences exerted on these writers and the effect their works have had on American life. In other words - the words of Van Wyck Brooks - our aim is to examine "the interaction of American letters and American life." Since our students study American history in social studies classes in their junior and senior years, it is hoped that this TV series may help them to discover certain obvious parallels and correlations between American social, political, and economic life and the development of American literature.

1. Introduction
2. Ben Franklin of Philadelphia
3. Washington Irving, Literary Ambassador
4. Cooper and His Frontiersmen
5. Emerson: Self-Reliance Is The Key
6. Thoreau: A Different Drummer
7. Longfellow: The Household Poet
8. Hawthorne: 19th Century Puritan
9. Melville and His White Whale
10. New England: Other Voices
11. Poe: The Search for El Dorado
12. Whitman: He Heard America Singing
13. The Short Story
14. Mark Twain
15. Howells and the Rise of Realism
16. Post Civil War Poetry
17. Naturalism: Norris and London
18. Industrialism and American Literature
19. The American Frontier
20. The Novel in Town and City
21. Poetic Revival
22. Modern American Poets
23. American Journalism
24. American Drama: O'Neill
25. Modern American Novel: Hemingway, Faulkner

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Junior High Literature
TALENT: William A. Brady
LENGTH: 20 min.
PRODUCING AGENT: Western New York Educational Television Association
NUMBER OF PROGRAMS: 15
AUDIENCE: Grade 7

CONTENT: This course in seventh grade literature is offered primarily to motivate students toward increased reading by providing outstanding examples of various types of writing. Stories dealing with the worlds of history, adventure, people, and nature will be presented to point out both the pleasurable and the profitable: to encourage students to read in their entirety books or stories, parts of which are excerpted on the program; and to attempt to stimulate the imagination of in-school viewers. It has already been demonstrated that increased reading results from this type of program. With the cooperation and encouragement of the classroom teacher, it is hoped that literature will become increasingly meaningful and desirable to our seventh grade audiences.

PROGRAM TITLES:

1. The World of People
2. The World of People - Biography
3. Real Life Adventure
4. Prairies and Pirates
5. Great Sea Stories
6. Adventuring Scientists
7. Science Fiction
8. Men and Animals in Real Life
9. Long Ago in England
10. The World of American History
11. American Folklore
12. Some Poets You Might Like To Meet
13. Sports
14. Do You Like Mysteries?
15. Good For A Laugh

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: The Dramatic Experience
LENGTH: 30 min.
TALENT: David M. Keller
PRODUCING AGENT: WNYC-TV
NUMBER OF PROGRAMS: 65, a 103-page student guide available
AUDIENCE: Advanced High School, College, and Adult

The series is a chronological exploration of drama from its beginning in Ancient Greece, through contemporary Broadway and avant-garde theater. Dr. Keller, assistant professor of speech and drama of the Kingsborough Community College, City University of New York, conducts the survey and interviews guests prominent in the theater who have recently participated in a production of the work under discussion. Attention is given throughout to drama as a form of literary and theatrical expression.

PART I: From Aeschylus to Chekhov

The Agamennon by Aeschylus
1. "Backgrounds" Professor Keller
2. "A Choreographic View" Helen McGehee, choreographer
3. "A Modern Setting" professor and theater designer

The Trojan Women by Euripides
4. "Backgrounds" Professor Keller
5. "Euripides on Bleeker Street" Theodore Mann, producer
6. "A Lighting Concept" Jules Fisher, lighting designer

The Middle Ages
7. "From Ritual to Drama: The Second Shepherd's Play" Professor Joseph Grennen, Fordham University
8. "Contrasting Moralities: Everyman" Professor Mildred Kuner, Hunter College
9. "Medieval Stage Production" Professor Charles Hodges, Fordham University

Dr. Faustus by Christopher Marlowe

10. "Backgrounds" Professor Keller
11. "Drama in Transition" Professor Bernard Barrow, Brooklyn College
12. "Characterization" Michael McGuire, actor, and Professor Milton Levy, Kingsborough Community College

Macbeth by William Shakespeare
13. "Backgrounds" Professor James Zito, Sarah Lawrence College
14. "A Production Concept" Gladys Vaughn, New York Shakespeare Festival
15. "A Discussion" Miss Vaughn and Mr. Zito

Volpone by Ben Jonson
16. (Not available)
17. "The Jonson Style" Professor Anthony Caputi, Cornell University
18. "A Production Concept" John Jory, director, Long Wharf Theater

Tartuffe by Moliere

19. "Backgrounds" Professor Keller
20. "A Production Concept" Mark Healy, director, Lincoln Center of Performing Arts
21. "Moliere, The Comic Secularist" Professor Alain Seznec, Cornell University

Phaedre by Jean Racine

22. "Fire in Ice" Professor Alain Seznec, Cornell University
23. "Costume Design" Jeanne Button, costume designer
24. "17th Century Legacy" Professor Keller

School for Scandal by Richard Brinsley Sheridan

25. "Backgrounds" Professor Keller
26. "A Design Concept" James Tilton, designer for the APA Repertory Theater
27. "Styles in Movement" Burt Stimmel, acting coach at Columbia University

Danton's Death by Georg Buchner

28. "Backgrounds" Professor Keller
29 (Not available)
30. "Historical Portraits" Robert Stattel, actor with Lincoln Center Repertory Theater

Hedda Gabler by Henrik Ibsen

31. "Backgrounds" Professor Keller
32. "Conception of a Role" Ann Meacham, actress
33. "The Structure of Ideas" Professor Rolf Fjelde, Pratt Institute

Miss Julie by August Strindberg

34. "Backgrounds" Professor Keller
35. "A Biographical Approach" Professor Gunnar Brendell, University of Minnesota
36. "The Production Record" Avrid Paulson, author, critic, and translator

The Seagull by Anton Chekhov

37. "Backgrounds" Professor Keller
38. (Not available)
39. "The Stanislavsky Productions" Professor Randolph Goodman, Brooklyn College

PART II: Twentieth Century Theater

The Twentieth Century

40. "Backgrounds" Professor Keller
41. "A Foreshadowing" John Fenn, theater consultant

The Lower Depths by Maxim Gorki

42. "A Biographical View" Professor Felia Holtzmann, Hunter College
43. "A Design Concept" James Tilton, scene designer for APA Repertory Theater

George Bernard Shaw

44. "Man and Superman" Professor Keller
45. "Saint Joan" Professor Charles Holt
46. "The Hero" Professor Keller

The Plough and the Stars by Sean O'Casey

47. "An Historical View" Professor Keller
48. "Plough and the Stars" Panel of civil rights activists

Eugene O'Neill

49. "Backgrounds" Professor Keller
50. "Long Days Journey" Jordon Hott, director and teacher with the Circle-in-the-Square Theater
51. "The Iceman Cometh" Professor Keller

Theater Production

52. "The Economics of Our Theater" Monte Silver, theater agent and Warren Lyons, producer
53. "The Repertory Theater" Julius Novick, critic and author

Michel De Ghelderode

54. "Backgrounds" Professor Helen Hellman, City University of New York
55. "The Composer in the Theater" Bob James, composer for the APA Repertory Theater

Luigi Pirandello

56. "Backgrounds" Professor Keller
57. "Henry IV Production Concept" Professor Carl Weber, New York University and director for Lincoln Center Repertory Theater

Bertold Brecht

58. "Directorial Concepts" Kenneth Costigan, director of Macarter Theater, Princeton
59. "A Production Concept" Professor Isaiah Scheffer, Columbia University

The Musical Comedy Theater

60. E.Y. Harburg, author of Finian's Rainbow, Wizard of Oz, etc.

Arthur Miller

61. "Backgrounds" Professor Bernard Barrow, Brooklyn College

Tennessee Williams

62. "A Production Concept" Milton Katselos, director for American Conservatory Theater

The Absurdists

63. "Introduction" Professor Milton Levy
64. "Samuel Beckett: Backgrounds" Professor Keller
65. "Samuel Beckett II" Professor Andrew Drummond, City University of New York
66. "Ionesco and Benet" Professor Mildred Kuner
67. "Harold Pinter: Acting Problems" Jordan Charney, actor

A Summing Up

68. Professor Keller

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Learn To Read Music
TALENT: Howard Shanet, Columbia University
LENGTH: 30 min.
PRODUCING AGENT: Educational Broadcasting Corporation
NUMBER OF PROGRAMS: 5
AUDIENCE: High School and Adult

CONTENT: This series of unique music lessons is an introduction for new would-be musicians.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Little Orchestra
TALENT: Thomas Scherman
LENGTH: 30 min.
PRODUCING AGENT: Educational Broadcasting Corporation
NUMBER OF PROGRAMS: 5
AUDIENCE: All levels

CONTENT: The purpose of this series is to present each major section of an orchestra and examine the types of instruments and nature of the sound produced. In each program, the conductor of the Little Orchestra, Thomas Scherman, explains to the TV viewer and to a live studio audience of young children the section of the orchestra under study in the most vivid terms. Very clever demonstration of the principles of sound production of the various instruments form the heart of each program. The sections under study play several complete selections to demonstrate the sound of each instrument and the entire ensemble. Several of the programs contain some very clever narrated selections, such as "Gerald Mc Boing Boing" and "Timid Tim."

PROGRAM TITLES:

1. The String Section
2. The Woodwinds
3. The Brass Section
4. Percussion Instruments
5. Full Orchestra

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Man in His Music (Available until December 1974)
TALENT: Rochester Philharmonic Orchestra, Samuel Jones, Conductor
LENGTH: 30 min.
PRODUCING AGENT: Televised Instruction, Rochester City Schools
NUMBER OF PROGRAMS: 10
AUDIENCE: Secondary level
TEACHER GUIDE AVAILABLE

CONTENT: This remarkable series is designed to give the student a rare insight into the understanding of the arts and humanities through music.

Program 1. The Weather in Music
Purpose: To relate music to that progression of physical events in which we all must move and live - the weather.

This program shows how composers through the ages have transformed into art one of the sets of experiences most commonly shared by all men - the weather. Thus - as in all these programs - music's intrinsic relationship to life is stressed, its closeness and relatedness to the human experience.

Program 2. Music of the Sea
Purpose: To show how composers have expressed in music, man's age-old fascination with the sea.

The ebb and flow of the sea, the primordial parent of us all, symbolizes the ebb and flow of life itself. Perhaps music, of all the arts, comes the closest to capturing this constant motion and recreating it as an artistic experience for all mankind. The program explores this experience for us.

Program 3. Music of the Night
Purpose: To point out how an experience we all share, the night - with its various moods, from tranquil to terrifying - has influenced music.

Music has always been closely related to the night. The night - after dark comes, after man's work is done - is the natural time for coming together for music. Much music has also been written to describe the peaceful, dreamy nature of the night. Finally, the night harbors the fantastic, the eerie, witches, goblins and evil spirits. These moods are all presented in this program.

Programs 4 and 5. Cities in Music
Purpose: To show how music can describe and relate to man's organized social living as expressed in cities and towns.

These programs provide a look at the communities of man as reflected in music.

Part I (Program IV) shows how music can describe a city by portraying the human activity in the city, specifically, children at play in a famous park of Rome. It contrasts the pressures of life in a large city with those of a small village.

Part II (Program V) presents musical descriptions of Moscow and London.

Programs 6 and 7. Music of Struggle
Purpose: To show that the struggles of man are reflected in his music and that man's art is directly relevant to life as it has to be lived.

These programs show that art, far from being concerned only with the niceties of life, mirrors the full gamut of human experience, including our struggles. Struggle is, of course, basic to life itself.

The programs then examine several types of man's struggles: the moral struggle we all face to live by our highest ideals and realize our fullest potential; the struggle we have with the hostile elements of nature; the struggle inherent in the overpopulation problem; the struggle between the old and the new; the struggle between generations; and the struggle between those who are oppressed and their oppressors.

Program 8. Music of the Earth
Purpose: To show how man's feelings for the earth, which supports and sustains him, have found expression in his music.

Dr. Jones' opening remarks speak of the earth, the giver of all sustenance, and the mystical - yet very practical - union which man feels with it. He mentions music which seems to spring from the earth, its topography and its nationalistic sectors.

Program 9. Music of Black and White
Purpose: To explore the common heritage of European folk music and African tribal music; to trace the spread of African music's influence, via the New Orleans melting pot to the rest of the world; to show how a vital folk music finds eventual expression into art music.

Program 10. Pattern in Music
Purpose: To show that creating and manipulating patterns satisfies a basic need of the human being to explore the sensory stimuli which it perceives; to show how music is an outgrowth and development of this basic instinct.

The program expresses one of our basic human needs, the need to examine, to explore, to superimpose pattern upon our environment.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Music at Large - The Manhattan Percussion Ensemble
TALENT: Paul Price, Manhattan School of Music
PRODUCING AGENT: Educational Broadcasting Corporation
NUMBER OF PROGRAMS: 1
AUDIENCE: High School and Adult

CONTENT: The percussion section of orchestras and percussion instruments in general are probably the most neglected instruments in music. It was not until the late 1920's that composers became interested in these instruments and their possibilities. This special program will demonstrate percussion instruments and works written especially for this group, which have been attracting increasing attention in the musical world during the past few years.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Music Of North India
LENGTH: 28 min.
PRODUCING AGENT: James Beveridge Ltd.
NUMBER OF PROGRAMS: 4
AUDIENCE: Advanced Secondary, College, and Adult
TEACHER GUIDE AVAILABLE

Music Of North India takes an intimate informal view of four musical artists, showing something of their family and daily life, their method of study, their "life-style," and their philosophy of music. The video tapes point out the close relationship between the religions and philosophies of India, on one side, and the performance of music on the other.

1. Amjad Ali Khan (Sarod) - This young musician lives in New Delhi, the modern capital of India. Amjad teaches his pupils by the traditional manner in which he himself studied with his uncle; practicing in a group, copying the master, repeating in turn, developing his skills and understanding of the music day by day. He also performs on the sarod, a deep-toned stringed instrument resembling the guitar.

2. Vijay Raghav Rao (Flute) - Vijay is a busy, modern man of the media. He also composes music for feature films and is greatly involved with music experimentation, new recording techniques, the new possibilities in synthetic sound and music. However, his base and training is a classical one. He is an outstanding performer on the Indian bamboo flute, an ancient and primitive instrument capable of great refinement and expressive emotional power. Vijay's life seems to show that the ancient tradition of India's classical music may possibly be combined with modern circumstances of mass media, experimentation, and a vastly-changed life-style from that of other times.

3. Pandit Jasraj (Singer) - Pandit Jasraj teaches a group of pupils according to the style and method of study which singers have followed for many hundreds of years; copying, repeating, progressing in complexity and refinement. He visits the country home of a remarkable old gentleman who is his spiritual guide and sponsor. In the old fashioned household of the Thakur Saheb, Jasraj comes to pay his respect and to sing an informal concert for the family and local friends. This occasion brings together many of the elements that characterize the role of music in Indian life.

4. Bhimsen Joshi (Singer) - Bhimsen is a vigorous man who lives with his family in the Maharashtrian capital of Poona, in Western India (formerly Bombay state). He is a dynamic and celebrated classical singer with a highly distinctive style, of great intensity and power. In this film, a complete Raga is performed--the Raga Miya Malhar, associated by custom with the season of rains. The singer performs each of the main elements: an introductory statement without accompaniment, a profound slow movement of religious character, and a brilliant fast movement with many improvisations and flourishes. The intimate musical relationship between the singer and tabla player (drummer) develops as the performance itself grows in complexity and excitement.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: South Indian Vina Music
TALENT: Muthulakshmi Ranganathan
LENGTH: 11 min.
PRODUCING AGENT: WCNY-TV
NUMBER OF PROGRAMS: 1
AUDIENCE: Secondary, College, and Adult

CONTENT: This program is a brief demonstration of the vina, a stringed instrument from India.

PROGRAM

Ragam: Hindolam - Alap

Ragam: Hindolam - Tanam
(no tala, only a rhythmic beat on side strings to facilitate melodic-rhythmic figuration)

Ragam: Sindhu - Bhairavi
(played by both north and south Indian musicians)

Talam: Adi (8 Beats)

Kriti: "Athma Rama"
by
Sudha Nandha Bharati

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: The World of Music
TALENT: Sam Jones and the Rochester Philharmonic Orchestra
LENGTH: 30 min.
PRODUCING AGENT: Rochester City School District
NUMBER OF PROGRAMS: 5
AUDIENCE: Grades 5-9
TEACHER GUIDES ARE AVAILABLE
STUDENT GUIDES AVAILABLE

CONTENT: This series is designed to enrich the students' musical experiences by providing opportunities for growth in music listening and understanding. The music consultants of the Rochester City Schools supervised the selection of the music content for the five programs and advised on the specific instruction which includes an introduction to the role of the instruments of the orchestra, as well as a look at some of our great composers and their major contributions.

1. Ceremonies in Music. Music has been used in the celebration of certain special days and occasions so that it has become an indispensable part of life. Included in the musical content are selections from Mendelssohn's Wedding March, Wagner's Introduction and Wedding March, Birthday Divertomento by Haydn, Royal Fireworks Music by Handel, Gounod's Funeral March of a Marionette, and Pomp and Circumstance by Elgar.

2. The Seasons in Music. In addition to the introduction of musical terms, works by Glazunoff, Delius, Prokofiev, and Grieg are played as illustrative of the moods of the seasons.

3. What Is a Concerto? This program demonstrates both musically and verbally how a concerto is put together, as well as tracing its history and development. Included are selections from the works of Corelli, Vivaldi, and Beethoven's Piano Concerto #1 is featured.

4. Beethoven - Titan of Music. The music of Ludwig van Beethoven is featured, with examples of how this composer changed the course of music by increasing the size of the orchestra, lengthening the symphony, and making music more expressive.

5. Music at Play. In Music at Play the music itself becomes the game. The audience is exposed to several musical tricks that composers have used in order to produce intricate contrapuntal music. The music of Bizet and Mozart is featured.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: There's Music in the Air
LENGTH: 20 min.
PRODUCING AGENT: Western New York Educational Television Association
NUMBER OF PROGRAMS: 28
AUDIENCE: Grades 1 and 2

CONTENT: This series is not designed as a complete music course. Neither is it designed or intended to supplant the teaching of music as a subject of the primary grades of the elementary schools. Rather, it is designed to help the classroom teacher use music as a part of her regularly scheduled work in other areas and relate those areas to music for the enrichment of the courses that she is directly responsible for as part of her regular assignment.

PROGRAM TITLES:

1. Awareness of Personal Relationship in School: Manners, etc.
   Tunes: "This Is The Way--"
   "Did You Ever See A Lassie?"

2. Music in All Its Seasons
   Autumn: Fall activities
   Tunes: "A Hunting We Will Go"
   "Oh Where Has My Little Dog Gone?"

3. The World of Living Things
   Flying Things: Birds, etc.
   Tunes: "Reuben and Rachel"
   "Sing a Song of Sixpence"

4. How Music Becomes Alive
   (Music Fundamentals)
   Symbols: The Music Page
   Tunes: "This Old Man"
   "For He's a Jolly Good Fellow"

5. Music and Daily Living
   Social Graces: Listening to music
   Tunes: "Now The Day Is Over"
   "Our Boys Will Shine"

6. Science and Music Are Friends
   All Around Me: Noise and Sound
   Tunes: "Jingle Bells"
   "Shoo Fly Don't Bother Me"

7. Music in People's Lives, Past and Present (Background)
   Inside Music: Voices, Instruments, etc.
   Tunes: "Go In and Out the Window'
   "Lightly Row"

8. Awareness of Personal Relationships
   At Home: Family life and relationships
   Tunes: "Go Tell Aunt Rhodie"
   "Sweet and Low"

9. Music in All Its Seasons
   Winter: Winter activities
   Tunes: "Deck the Halls"
   "Sailing, Sailing"

10. The World of Living Things
    Four legged friends: Tame and wild animals
    Tunes: "Old Macdonald"
    "Baa, Baa, Blacksheep"

11. How Music Becomes Alive
    (Music Fundamentals)
    Music Walks and Talks: Series of patterns
    Tunes: "Finiculi, Finicula"
    "O, How Lovely Is the Evening"

12. Music and Daily Living
Concert Time: Orchestra, band, etc.
Tunes: "Twinkle, Twinkle"
"Barcarolle" (Offenbach)

13. Science and Music Are Friends
Land, Sea and Air: Nature's gifts
Tunes: "Alouette"
"Three Blind Mice"

14. Music in People's Lives, Past and Present (Backgrounds)
Music, Tunes and Words: Art-songs
Tunes: "I Heard The Bells"
"Schubert's Serenade"

15. Awareness of Personal Relationships
In Town: Community Helpers
Tunes: "O Soldier, Soldier"
"Ten Little Indians"

16. Music in All Its Seasons
Spring: Spring activities
Tunes: "Bobby Shafto"
"Melody in F" (Welcome Sweet Spring)

17. The World of Living Things
Growing Things: Plants, flowers, etc.
Tunes: "Turkey in the Straw"
"Little Brown Jug"

18. How Music Becomes Alive (Music Fundamentals)
Music Reading: Syllables and scales
Tunes: "Joy To The World"
"Hop Hop Hop"

19. Music and Daily Living
American Folksongs: Cowboys, etc.
Tunes: "Home on the Range"
"Looby Loo"

20. Science and Music Are Friends
Physics of Sound: Making instruments, etc.
Tunes: "Battle Hymn of the Republic"
"All Through the Night"

21. Music in People's Lives, Past and Present (Backgrounds)
The Three B's: Bach, Beethoven & Brahms
Tunes: "Prelude" (Bach)
"Fifth Symphony" (Beethoven)
"Lullabye" (Brahms)

22. Awareness of Personal Relationships
Team-Work: Working together
Tunes: "Solomon Levi"
"We Wish You a Merry Christmas"

23. Music in All Its Seasons
Summer: Summer activities
Tunes: "Rig-A-Jig-Jig"
"Row, Row, Row"

24. The World of Living Things
The Good Earth: How nature helps us
Tunes: "For the Beauty of the Earth"
"Blue-Tail Fly"(Jimmy Crack Corn)

25. How Music Becomes Alive (Music Fundamentals)
Tune Building: Making tunes of scales, etc.
Tunes: "Long Long Ago"
"Good-Night Ladies"

26. Music and Daily Living
International songs: inherited from others
Tunes: "O Sole Mio"
"Auld Lang Syne"

27. Science and Music Are Friends
Science and Future: Atoms, solar energy
Tunes: "My Bonnie"
"Yankee Doodle"

28. Music in People's Lives, Past and Present (Backgrounds)
Patriotic Music: Songs of America
Tunes: "Taps"
"My Country 'Tis of Thee"
"America the Beautiful"

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE PERFORMING ARTS

TITLE: Asia Society Presents
LENGTH: 30 min.
PRODUCING AGENT: WNYE-TV
NUMBER OF PROGRAMS: 2
AUDIENCE: Secondary, College, and Adult
BACKGROUND NOTES AVAILABLE

1. P'Ansori. Kim So-Hee assisted by Korea's foremost chamber musicians. This program highlights various aspects of Korean P'Ansori, which can be best described as a narrative-epic-dramatic vocal form of folk music. The difficulty of this art may be duly appreciated when one realizes that the P'Ansori singer must equip himself, entirely by means of his voice alone, with the many accouterments that the opera singer in the West, for example, has at his disposal: scenery, lights, costume, makeup, and accompanying orchestra. The sole accompaniment provided the P'Ansori singer is the small barrel drum known as the pook.

2. Shantung Traditional Music. Performed on the unusual instruments of ancient China by the Lu Sheng Ensemble. Shantung traditional music is one of the most ancient musical forms of Northern China. The music, primarily ceremonial in nature, is performed by wind and percussion instruments. Shantung music is not as meditative and personal as is much of Chinese music. It is a totally absorbing experience, a "community" activity where people share their joys and sorrows together.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Indian Music and Dance Studies
LENGTH: 15/30 min.
TALENT: Indian Dancers and Musicians
PRODUCING AGENT: State Education Department
NUMBER OF PROGRAMS: 4
AUDIENCE: Secondary, College, and Adult

CONTENT:
1. The Music of India--Time: 15 min. The nature of the music of India is that of the language, architecture, painting, dancing--of the whole man, in fact. For if ever music spoke the soul of a people, Indian music does.

The music of India pays great respect to detail. Indian melody is more elaborately articulated than any purely melodic system that we know of in western music. Its form is constantly evolving, with improvisation within a prescribed framework as an important characteristic.

The raga (a prescribed melody pattern) is played in this performance on classic Indian instruments.

Rehmat Ali Khan plays the Sarod, a plucked string, north Indian instrument with six melody strings and a number of sympathetic strings.

Rachmander Suman plays the Tabla, a set of small right and left hand drums and a Pakhawaj which consists of a clay body and two drum heads. The drum is used for the accompaniment of the most classical and severe form of Indian music.

2. Uma Sharma Performing Kathak Dance--Time: 27:15. One of the major schools of dance in northern India is Kathak. The development of the Kathak style is rooted in medieval India when the age of Vaishnavism (a Hindu cult) marked a major effervescence of music, dance, painting, literature, and poetry.

India's dances are used as mediums for telling tales from the culture of the land. Kathak dance often commences with an intricate, abstract dance consisting of stylized movements devoid of dramatic significance. Beautiful arabesques of body patterns, intricate footwork, and delightfully decorative head movements in varying rhythms follow as the story unfolds.

The dance is accompanied by two of India's classic instruments: the Sarod, a string instrument, and the Tabla and Pakhawaj, drums.

3. Music for Sitar and Tabla--Time: 30 min. Demonstrates music and instruments of North India (Hindustani). Narrated by Brian Silver, Fulbright Scholar in India for two years and a graduate student at Chicago University, who also performs on the 'Tala' (basic rhythm), the 'Alap' (statement and exposition of the theme), and the 'Gut' (rhythmic style).

Ustad Ghulam Hussain Khan demonstrates and performs on the 'Sitar' (fretted, string instrument) and Upstad Nizamuddin Khan demonstrates and performs on the 'Tabla' (drums).

4. Music for Veena and Mrdangam--Time: 30 min. Demonstrates music and instruments of South India (Carnatic). Narrated by Dr. V. K. N. Menon, President of the International Society for Music Education. The music of South India is compared with that of the North and is described as an expression of culture as western music is the expression of our culture.

The 'Veena' (fretted, string instrument) is described and performed on by Dr. Menon and the 'Mrdangam' (drum) is demonstrated and performed on by Paighat Raghu, who is a member of the Ravi Shankar troupe and considered one of the best Mrdangam players in India. Mr. Raghu demonstrates the 'Tala' (rhythm) with syllables and a 'Varnam' (etude) and 'Kriti' (composed number) are performed.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Matteo and the Indo-American Dance Company
TALENT: Matteo
LENGTH: 30 min.
PRODUCING AGENT: WCBS-TV
NUMBER OF PROGRAMS: 1
AUDIENCE: Elementary, Secondary, and Adult
Teacher Guide Available
Not Available for Open Circuit Broadcasting

CONTENT: This program presents a group of young American dancers in a program of classic dances of India, under the leadership of the well-known dancer, Matteo.

The group performs Indian dances to Western Baroque music (Vivaldi, Telemann, etc.), and demonstrates the movements and principles of Indian classic dance.

Characteristic of Indian dance are the graceful bending from the waist, the oppositional movement of hands and feet, the angular positioning of the head, the control of forehead, brow and eyes, and the mixing of dance and drama, traditionally separated in the west.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Philosophy of Religion
LENGTH: 30 min.
TALENT: Dane R. Gordon, Professor, RIT
PRODUCING AGENT: Rochester Institute of Technology
NUMBER OF PROGRAMS: 28
AUDIENCE: Advanced Secondary, College, and Adult
SELF-INSTRUCTION STUDENT GUIDE AVAILABLE

CONTENT:

1. What Is It? - This lesson attempts to show what philosophy of religion is not, and what it is. It offers two reasons for the importance of the subject, and takes a preliminary look at the problems of trying to define the terms used; e.g., God, religion.

2. Definitions - The lesson argues that differences in definitions are important, and it considers four criteria to remember when making or examining definitions.

3. Three Definitions - Three definitions are considered in this lesson, and the question is asked: How do we choose between them? Even the criteria are not a certain guide as they are subject to bias. It is proposed that we look for four characteristics rather than try to construct a definition.

4. Characteristics of Religion: Depth and Individuality - Varying meanings of the term depth are discussed, individuality is considered as both a characteristic of religion and a determinant of the kind of religion we profess.

5. Characteristics of Religion: Contradictoriness and Elusiveness - The third characteristic of religion, contradictoriness, is discussed and appears itself to be something of a contradiction, although a solution is offered. The fourth characteristic, elusiveness, is shown to be very widespread, confusing, and yet stimulating to our understanding of religion.

6. The Object of Belief: Symbols - Symbols play an important role in religion. Six characteristics of symbols are discussed and some comments are made concerning the possible limitations of religious symbols.

7. Knowing the Object of Belief - This lesson is concerned with problems about knowledge. It discusses the relation between what we know and how we know, and considers briefly different kinds of empirical and nonempirical knowledge.

8. Emperical Knowledge - A statement and a criticism of the claim that there is empirical evidence for the truth of the object of religious belief.

9. Naturalistic Religion - This lesson presents the naturalist's argument that the concept of the supernatural is a needless and unhelpful addition to religious belief.

10. A Religious Way of Knowing - By way of analogy with art, ethics, and personal relationships, a "religious way of knowing" is suggested. The role of transcendence is stressed for an adequate understanding of religion.

11. Nonempirical Knowledge of God - The lesson discusses three nonempirical ways of knowing God: authority, revelation, intuition, and suggests that there may be no practical difference, for the believer, between them and empirical knowledge.

12. Religious Belief and Truth - This lesson considers three theories of truth: the correspondence, the coherence, and the pragmatic in connection with religious truth. There is then a further examination of the "religious way of knowing" and a preliminary statement of the existential way of knowing, by which one could establish truth.

13. An Existential Way of Knowing - This lesson attempts to explore both the unique character of existential knowing, and its value in the understanding of the object of belief.

14. Understanding Religion Through Art - This lesson considers and challenges the claim that art is a way of gaining religious insight, and that it is a unique way.

15. Religious Language I - This lesson deals with the subtleties of language and the difficulties encountered in using ordinary terms in a religious context.

16. Religious Language II - Analogy - The lesson discusses the role of analogy in religious language as a way of avoiding both univocal and equivocal use of words, and it explores some of the difficulties connected with this.

17. Religious Language III - Metaphor - A discussion of the nature of metaphor and its use in religious language. It is presented as a constructive way to understand contradiction.

18. Religious Language IV - Myth and Allegory - Myth arose as an aid to knowledge and understanding, but it can become a barrier to both. The lesson discusses this, and the role of allegory, and deals briefly with Tillich's view that myth must be broken.

19. Religious Language V - Myth - Different kinds of myth are discussed, also the meaning and possible weaknesses of Bultmann's existential interpretation.

20. Religious Language VI - Meaning and Use - This session endeavors to distinguish between a word-object theory of meaning, in which a word is invariably attached to an object, and a theory which allows the meaning of a word to be determined by how it is used.

21. Proving That God Exists - An examination of arguments for the existence of God, and objections to them.

22. Immortality I - Immortality plays an important part in religious thinking, but often we assume that we know what it means when in fact we do not.

23. Immortality II - The lesson discusses the relationship of the physical body to mind, soul, and spirit, and considers some reasons why interest in the subject of immortality persists.

24. Religion and Morality - Reference is made to general moral issues, and then to different views concerning the relation between religion and morality.

25. Evil I - Evil is classified as natural and moral. Men have used various means to control evil, the consequences of which have at times been contradictory.

26. Evil II - Because the problems of evil are great, men have sought simple religious answers. They have rarely found them.

27. Contemporary Theology - Why is there currently a wide spread interest in religion, and what is the nature of this interest? An attempt is made to answer these questions.

28. Philosophy of Religion - Philosophy and religion often appear more irreconcilable than they really are. Ways of reaching an understanding are discussed and criticized. In conclusion, the lesson considers the importance of clarity to religious belief.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Assignment Science
LENGTH: 20 min.
TALENT: Don Herbert (Mr. Wizard)
PRODUCING AGENT: Prism Productions
NUMBER OF PROGRAMS: 10
STUDENT GUIDE AVAILABLE
AUDIENCE: As indicated

While the educational content is carefully selected and structured, the programs are informal in presentation and the dialog is ad lib. Appearing with Don Herbert are Keith Outlaw, Mikal Mutawassim, and Diane Higgins, all students from elementary schools in New York City.

Every user of the program must request and use the guide designed for the series. Each sheet in the guide is perforated so that it may be detached for easy duplication and replaced in a ring binder.

1. Matter and Energy "Electrical Current Events" (5th grade)
Electrical energy is shown being changed to heat, light, magnetism, sound, and other forms of energy.

2. Matter and Energy "Making Change With Molecules" (6th grade)
With examples "in action" and models, the behavior of molecules in a solid, liquid, and gas are explained. With the states of matter as a background, the child is helped to produce and identify chemical and physical changes.

3. Living Things "Slices of Life" (5th grade)
With a microscope attached directly to a TV camera, prepared and living examples of plant and animal cells are examined. Prepared human cells as well as cells from the child himself are also prepared and discussed. The similarities and differences in cell structure and function are emphasized.

4. Living Things "Where Does It Belong" (6th grade)
After examination of actual living animals, the child attempts to place a prepared drawing of each in its proper place on a large simplified chart of animal classification groups. As the animals are inspected, described and discussed, the rationale for the classification system is made clear.

5. The Solar System and Beyond "Where Are We" (5th grade)
With a light bulb as the sun and white balls for the earth, moon, Mars, and Venus, the earth-centered and sun-centered theories of the solar system are explored. With the models, the contributions of Ptolemy, Copernicus, and Galileo are simplified and the child discovers for himself the evidence and reasoning behind the sun-centered solar system.

6. The Solar System and Beyond "Calendar in the Sky" (6th grade) The child uses homemade models of the sun, earth, and moon to show how their movements account for our day, month, season, and year as represented by a calendar. The same models serve to make clear the phases of the moon and solar and lunar eclipses. The forces acting on the earth and moon to keep them in orbit are demonstrated. The relative size and distances are illustrated by a "model" in scale.

7. Air, Water and Weather "The Ocean Above Us" (5th grade) The child performs "experiments" that lead him to conclude air takes up space and he actually weighs a container with and without air in it to prove air has weight. Dramatic illustrations of atmospheric pressure can be: collapsing and inflating a can with a vacuum-pressure pump, breaking a slat covered with newspapers on a table, etc. Making a simple aneroid barometer and seeing how it reacts to changes in pressure inside a sealed jar illustrates how a barometer measures air pressure as it changes on the earth's surface and decreases with altitude.

8. Air, Water and Weather "Rain or Shine" (6th grade) The child helps construct and use such homemade instruments as a barometer, thermometer, hydrometer, anemometer, etc. The "readings" from these instruments help him understand the weather map and the problems of forecasting.

9. The Earth and Its Composition "The Sculptured Earth" (5th grade) Demonstrations illustrate how the earth was and is deformed ("built-up") by diastrophism, volcanism, etc. The child then helps perform demonstrations that show how the effects of water, wind, chemical changes, and plant growth tend to level the surface of the earth. Activities could include: an "active" model volcano, solder "lava flow," sorting of particles by flowing water in a trough, breaking a bottle by freezing water inside to show effect of temperature changes, etc.

10. The Earth and Its Composition "Prospecting Around the House" (6th grade) A collection of minerals and mineral products found in the home are compared to a sample of the same mineral in its natural state. Appropriate tests help the child to identify the mineral and match it with the more familiar version. Possible items: jewels, iron, gold, silver, borax, salt, copper, cement, plaster, plumbing pipe, asbestos, talc, and mica.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Assignment: Science
LENGTH: 20 min.
TALENT: Don Herbert (Mr. Wizard)
PRODUCING AGENT: Prism Productions
NUMBER OF PROGRAMS: 6 (Guide material required)
AUDIENCE: Grades 5-6

These Assignment: Science programs have been developed around a new format. The student is not an observer of another child solving scientific problems. Instead the student observes experiments and demonstrations as though he were doing them. Consequently, he is given an opportunity to measure, compare, record data, calculate, solve, analyze, predict, and verify.

Matching games, multiple-choice tests, thought and discussion periods, data collecting and analysis, and "do-it-yourself" experiments and demonstrations are among the techniques used. The programs are open-ended in that they leave the final steps of a solution or further investigation for the student to complete.

Every user of the programs must request and use the guide designed for the series. Each sheet in the guide is perforated so that it may be detached for easy duplication and replaced in a ring binder.

11. Salt or Sugar - Physical properties such as crystal structure, density, melting point, solubility, and conductivity in solution are characteristic of materials and can be used to identify them. The student observes the results of five pairs of tests on salt and sugar, records his observations, compares the results to his knowledge of their properties, decides which is which, and verifies his data and decision by comparing them with known scientific values.

12. Homemade Electricity - Forms of energy such as magnetism, mechanical, chemical, light, and radioactivity can be converted into electrical energy. The student lists five common devices and five different sources of electricity it represents. He finally is challenged to find other sources of electricity.

13. Exploring With Your Microscope - The microscope is a useful and versatile scientific tool for measuring size and speed, observing structures, and studying behavior. The student observes the projected image of a ruler, draws his own ruler in scale, measures the eye of a needle, measures the distance between minute marks on a watch, calculates the speed of the minute hand, records the shape of two different crystals, identifies an "unknown" crystal by its shape, and observes microscopic animal behavior.

14. Water: Coming and Going - Water changes state as its temperature varies: evaporation, condensation, and precipitation are important steps in the water cycle, a natural phenomenon that is in part responsible for weather. The student selects and writes answers to three multiple choice questions, draws a diagram of a water cycle box, observes what happens inside the box, identifies the processes, and records his observations on his diagram.

15. (Not available)

16. The Restless Ocean of Air - Air expands when heated, warm air weighs less than an equal volume of cold air, heavier cold air forces warmer lighter air upward, the convection currents that result are responsible for the motion of the atmosphere. The student observes an experiment, records three sets of data, interprets the data according to his own "theory," observes a second experiment in progress, makes a prediction as to the results, and as he observes and describes what is happening in a model in operation, describes a process.

17. How Much Is Enough? - Random "chance" events can be measured by sampling. The reliability of the measurement depends on the size of the sample. Radioactive particles are random events that are sampled with a ratemeter. The student observes and records the measurement of radioactive ore, counts and records various timed samples of background radiation, and calculates the average background count.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Look Around
LENGTH: 20 min.
TALENT: Robert Haberer
PRODUCING AGENT: Rochester Area Educational Television Association
NUMBER OF PROGRAMS: 15
AUDIENCE: Grades K-1

CONTENT: Mr. Haberer and his guests will show many things that are found in our environment. The approach will be creative. It will usually include science and sometimes art, music, language arts, including storytelling, a puppet or two, demonstrations and general motivation for discussion and followup activities in the classroom.

1. Bugs, and More Bugs
2. Friends at the Zoo
3. Do You Know About Turtles?
4. Do You Know What To Eat?
5. Signs of Winter
6. Mind Your Manners
7. Pets Are Friends
8. A Box Full of Air
9. Friendship Is for Everybody
10. Let's Experiment
11. The Case of the Disappearing Water
12. What Can A Tree Do?
13. Birds Birds Everywhere
14. How Does Your Garden Grow?
15. Let's Go With Safety

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: NASA Space Program
LENGTH: Listed with Program Title
PRODUCING AGENT: National Aeronautics and Space Administration
NUMBER OF PROGRAMS: 29
AUDIENCE: All levels and as indicated

CONTENT: A selection of NASA produced films has been transferred to video tape for television distribution. Though these programs were carefully screened before selection, the information included in some sequences is subject to dating due to continuing research and discovery associated with the space program. Note the production dates following each title.

A few selected programs are available in color or monochrome. While the absence of color is not expected to diminish instructional values of a program, certain titles were felt to have a substantial increase in motivational and esthetic values in the color version. Please inquire before ordering the color version of a title.

1. Doorway to Tomorrow (1967) 28 min.
A documentary portrait of the John F. Kennedy Space Center with emphasis on the Complex 39 "moonport" from which the Apollo astronauts will be launched to the moon. Details the Vehicle Assembly Building, the assembly of a Saturn V-Apollo vehicle, mission launch control center.

2. The Dream That Wouldn't Down (1965) 27 min.
The dream of Dr. Robert Goddard, the father of rocketry, includes historic footage of early experiments and personal recollections of Mrs. Goddard.

3. The Flight of Faith 7 (1963) 28:30 min.
A personal look at astronaut Gordon Cooper's life preparation for space flight on August 15-16, 1963. Documents training, medical checkouts to launch, flight, and recovery.

4. Friendship 7 (1962) 58 min. (Specify color or b/w)
Astronaut John H. Glenn's first American orbital space flight. Exceptional documentary on Project Mercury, including a close look at tracking stations around the world.

5. A Case for Regeneration (1965) 12 min.
Animation sequences illustrate life support technology and describe concept of regeneration of air and water necessary in space travel.

Suitable for grade 7 and above:

6. Before Saturn (1962) 14:30 min.
General history of rockets from early Chinese up to and including the giant Saturn I launch vehicle.

7. Legacy of Gemini (1967) (Specify color or b/w) 27:30 min.
This documentary presents the major accomplishments of manned flight in space, specifically the Gemini two-man space flights and the relationship of these accomplishments to the Apollo three-man flights to the moon; outstanding photography of man in space and the earth seen from space are included.

8. Regeneration Processes (1967) 20 min.
Presents a more comprehensive view of the subject in program #5. Treating physics, chemistry, and mechanics involved in a life support system, and possible solutions to extended space voyage problems as bathing, shaving, eating, and sleeping in a weightless environment.

9. Assignment: Shoot The Moon (1967) 28 min.
Summarizes what we have learned about the moon through Ranger, Surveyor, and Lunar Orbiter photography, and how this new knowledge contributes to manned flight to the moon. Unique views of craters and other lunar surface features, and of the earth seen from the moon, are included. Emphasizes techniques used to gather scientific data to increase our understanding of the moon.

10. Apollo Mission Highlights (1968) 12 min.
Techniques employed in the Apollo Moonshot and the expected gains for research. Animation sequence describes launch to lunar landing and return.

11. Trial Balance (1965) 27 min.
Presents recent knowledge through analysis of information acquired from spacecraft. New concepts in three basic areas: earth, atmosphere, and planets. Describes solar energy.

12. A View of the Sky (1967) (Specify color or b/w) 27:40 min.
An explanation through symbolic photography of the historic development of various theories of the universe and natural laws from Ptolemy, Copernicus through Einstein; with a brief look at present-day space exploration. Relates science and humanities.

Suitable for grade 9 and above:

13. It's You Against the Problem (1967) 26 min.
One film in a series on science career guidance, this is a study of the research work of Dr. Simon Ostrach and his colleagues at Case Institute of Technology. (Suitable for career guidance.)

14. The Poetry of Polymers (1967) 19 min.
The story of Dr. Frank d'Alelio, research scientist at the University of Notre Dame, and the role of basic research in the space program. (Suitable for career guidance.)

15. Universe on a Scratch Pad (1967) 28:20 min.
A candid study of the work of a modern day astro-physicist raises questions regarding methods of studying the universe; features commentary by Dr. Robert Jastrow and Dr. Patrick Thaddeus of the NASA Goddard Institute for Space Studies, New York. A companion film to A View of the Sky, although each may be viewed separately. Physics and earth science. (Suitable for career guidance.)

16. Electric Power Generation in Space (1967) 26:30 min.
Describes the problems and methods of generating sufficient power for various needs in space; includes the solar cell, fuel cell, Rankine cycle, Braeton cycle, and other experimental systems. Technical, for use in physics and aerospace study.

17. Electric Propulsion (1965) 24 min.
Shows in nontechnical terms, what electric propulsion is, how it works, why it is needed, its present status and program for development, and how it may be used for both manned and unmanned missions. Electromagnetic and electrostatic (ion propulsion) engines. Physics and aerospace.

18. Flight to Tomorrow (1967) 28 min.
By comparison with present-day jet travel, this film shows some of NASA's advanced aeronautical research to improve the aircraft of tomorrow; included are the supersonic transport, hypersonic aircraft, verticle takeoff and landing aircraft, and research on problems of jet noise, sonic boom, and stability of light aircraft. Physics.

19. Space Navigation (1967) 21 min.
Illustrates with animation and live-action photography the equipment, techniques, and mathematics of space navigation between the earth and moon and the earth and other planets.

20. The Biosatellite Program (1965) 28 min.
Biological experiments in a zero gravity environment; types of experiments planned; how the experiments will contribute to knowledge of basic life processes and toward means for supporting life.

21. Log of Mariner IV (1966) (Specify color or b/w) 27 min.
A historical documentary on the Mariner IV spacecraft which photographed the surface of Mars. The film describes the major problems of trajectory, midcourse maneuver, and translation of digital information into photographs; and includes the photographs of the Martian surface. Physics, astronomy, aeronautics.

22. Skyward The Great Ships (1967) 27:20 min.
A report on the various types of propulsion being developed for space missions and the applications and advantages of each; illustrated research in chemical, nuclear, and electrical propulsion systems. Physics.

23. The Vital Link (1967) 28:20 min.
The dramatic panorama of NASA's worldwide tracking networks for both manned and unmanned space flights, and how they command communications between earth and spacecraft hundreds or millions of miles away. Includes scenes of a simulated Apollo manned flight.

24. Debrief: Apollo 8 (1969) (Specify color or b/w) 28 min.
The story of man's first journey to the moon. Shows highlights of the Apollo 8 mission from lift-off to recovery, with emphasis on lunar and earth photography, and includes comments on this historic space mission by prominent Americans. Narrated by Burgess Meredith.

25. New View of an Old Planet (1969) (Specify color or b/w) 26 min.
Through experiences in the lives of a Texas coastal family, we see the practical benefits of weather, communication, navigational, and earth resources satellites. Illustrates future potential uses of satellites in agricultural, oceanographic, and natural resources studies. Narrated by Robert Landers.

26. Nuclear Propulsion in Space (1968) 24 min.
Describes the principle of the nuclear rocket and shows possible future uses of this rocket for such missions as a manned flight to another planet. Compares nuclear, chemical, and electrical propulsion systems.

27. Apollo 14: Mission to Fra Mauro (1971) Color. 28 min.
With the help of a two-wheeled cart, Alan Shepard and Edgar Mitchell traveled farther from their spacecraft than had the crews of the two earlier man landing missions. This is the story of that traverse and of the many science experiments performed by them and by Stuart Roosa, piloting the Command Module.

28. Skylab (1972) Color. 27 min.
NASA will launch its first manned space laboratory-SKYLAB-in 1973. Three 3-man crews will live and work in this laboratory for periods up to 56 days. The film shows the major objectives of the mission, its principal components and features, the four launches involved, and a few of the scientific investigations that will be performed which illustrate their type and scope.

29. Space Down to Earth (1971) Color. 27:5 min.
What's more "down to earth" than weather, or television or telephone communications? This film--showing some present and potential applications of satellites--covers weather forecasting, communications, navigation, earth measurements, and the newest field of satellite use--surveying the earth's resources and some of the threats.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Child of the Streets
LENGTH: 25 min.
PRODUCING AGENT: Produced in India
NUMBER OF PROGRAMS: 1
AUDIENCE: High School

CONTENT: The camera follows a homeless 12-year-old boy as he roams the streets of Bombay, trying to keep alive and maintain a curiosity and desire for some "adventure" in life. It captures a great deal of the city atmosphere for those who are lost in it; it could be any Indian city. In total,the scenes and events represent a provocative experience for the student which should stimulate considerable class discussion and lead to important insights. The lack of dialog (except for two short sections in Marathi) probably helps the video tape succeed. Towards the end he is rescued from the streets by a missionary group, but the last scenes revert to flashback and the streets, so the outcome is unclear. The video tape ends with a statistical statement about the extent of homelessness in Bombay.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Children of the World
LENGTH: 30 min.
PRODUCING AGENT: UNICEF, Canadian Broadcasting Corporation,
New York State Education Department
NUMBER OF PROGRAMS: 9 (Color)
AUDIENCE: Elementary,
at teacher's discretion 9th grade, Asian and African Culture Studies
TEACHER GUIDE AVAILABLE

1. Brazil. The student travels with Giardel Francesco Andrade, a 13-year-old homeless boy, as he searches for his father in the mountains and jungles of Brazil. The student is also introduced to the customs, problems, and challenges of the people in this struggling country.

2. Guatemala. The students accompany Norberta (age 12) and Herlinda (age 10) on an interesting adventure in the highlands of Guatemala. Students experience the preparation for and activities of a real Guatemalan festival. Additional, interesting incidents occur when students travel to a small village called Solala and then to beautiful and majestic Lake Atitlan.

3. Dahomey. The student is introduced to the problems, customs, and hopes of an emerging African nation, Dahomey. In this lesson the student experiences the contrasts of life and survival in this world. Students will sense the desire for change and a better life than the older people have and their hopes that the younger generation will produce effective results in making Dahomey a good nation.

4. Somalia. The nomadic life in Somalia provides a variety of quality learning experiences for students. They are introduced to the traditions of family life and the religious life of these interesting people. A journey to a market place and a visit by a school teacher provide students with extensive information about life in a nomadic family.

5. Nepal. A journey to a small country, Nepal, which lies on the southern slopes of the Himalayas, introduces students to the intriguing life of its people. The religious concepts of this area are now being complicated by new ideas from the outside world. Students are introduced to a typical Nepal boy, Uttum Baniya Chhetri, and accompany him through a variety of experiences.

6. Thailand. Barge life on the Chao Paya River is the focus of this lesson. Students accompany a 12-year old boy, Lahor, as he moves and lives on a barge on the "mother" river of the Thai people. Students view scenes and experience meaningful moments that tell of these people and their dependence on the river.

7. Chile. In south-central Chile, two young boys, Alberto, son of a landowner, and Luis, from a relatively poor farming family--each representing a major aspect of Chilean history and culture--learn from each other and teach each other that Chileans are, after all, one people. The story is developed amid the background of Chile's energetic programs of land reform and the national Huaso championships--similar to the North American rodeo.

8. Peru. In 1970 a major earthquake struck along the western slopes of the Peruvian Andes. Within seconds the city of Huaraz was reduced to rubble. Moments later a landslide of unparalleled force completely engulfed the towns of Yunguay and Rahnrahrirca. One hundred thousand people lost their lives. The story of three young children, struggling to create a new existence, is told against a background of reconstruction in the Callejon de Huaylas , high in the mountains of Peru.

9. Jamaica. That island in the sun--represents to most North Americans a world of ease and relaxation, of calypso music and gleaming beaches, of romantic nights and blissful days. But for too many who were born and brought up on these islands, life can be poor, depressing, and without hope. This film centers on children living in a typical Jamaican situation, a situation which is in grim contrast to the idyllic life of the tourist. Yet, through a government program directed towards youth, these children gain access to a life, to ideas and possibilities, which they had never dreamed existed.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Cultures and Continents
LENGTH: 28:30
PRODUCING AGENT: Education Broadcasting Corporation
NUMBER OF PROGRAMS: 13
AUDIENCE: Junior High to Adult

CONTENT: This series of programs makes a study of various societies around the world by examining the arts and cultures of the societies. The first four programs deal with the African Continent; the next four examine the Southeast Asia nations; the last five programs are concerned with South America, including Mexico. Each program has a high level of production quality, including a brilliant collection of film, still pictures, and real objects never before assembled in a single series. The approach of examining a continent through its cultural pattern is unique and stimulating.

1. Voices of Africa
2. African Music Speaks
3. Art in Africa
4. Brother Jero (drama)
5. Indonesia: Between Two Worlds
6. City of the God Kings
7. The Lotus and the Begging Bowl
8. Portrait of the Artist as a Filipino
9. A Far and Distant Land
10. Awakening the Sleeping Giant
11. Voices That Break the Silence
12. The Faces Behind the Masks
13. Song of the Land

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Families of the World
LENGTH: 30 min.
PRODUCING AGENT: UNICEF, Japanese Broadcasting Company,
New York State Education Department
NUMBER OF PROGRAMS: 5 (Color)
AUDIENCE: Elementary
TEACHER GUIDE AVAILABLE

CONTENT: These half-hour color films document the changing role of the family in five representative countries throughout the developing world. The series focuses on the place of children in the family, the smallest fundamental and universal social unit. The impact of new ideas and values on family life, as well as the strength of traditional patterns, is documented.

1. India. The film focuses on Namdeo, an appealing 14-year-old boy, and his relations with the members of his "extended" family of some 85 persons: all of whom live under the same roof. The impact of Namdeo's schooling and the work of the local doctor are also shown. Namdeo's involvement in existing cultural traditions, as he sadly prepares his favorite goat for the cattle festival, contrasts with the practical education of his village school, which, along with his family, is preparing him for his role in a new developing world.

2. Zambia. The film documents the life of the Mapili family who live on a tiny island of Lake Banguel in Zambia. This African community has no electricity or public water supply and a single bicycle represents the only available means of modern transportation. Although physically isolated, the island has joined in the forward looking Zambian program of compulsory education. One episode shows how the children rebuild the roof of their school after it has been wrecked by a violent storm.

3. Thailand. Montry is a fisher boy in a quiet seaside village of Thailand. He has been "helping" his father support their family of six since he was a child of 2. The closely knit tie between the generations is shown as Montry, the only member of his family who has received formal schooling, teaches his father to read and write. Father and son dream together of someday being able to buy a new engine for their ancient boat as a first step toward a better life.

4. Turkey. This program shows the life of the Arslan family, grandparents, wife and five children, during the Islamic fasting period of Ramazan. The changing status of women and the new emphasis upon education and health care graphically affect the life style of this typical family. The family are members of a small suburb of Istanbul. Their journey to the city to market their produce and shop for their own needs presents a picture of Turkish life and social pattern in terms of one typical family of the new emerging society.

5. Costa Rica. The Vargas family lives and works on a coffee plantation near Santa Barbara, 15 miles from the nation's capital. Father Gabriel is a paid overseer, not the owner of the plantation; and the film graphically shows the total involvement of the entire family in the local coffee economy, including the work in harvest times when the schools are closed so that the student can help.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: From Where I Sit
LENGTH: 27 minutes
PRODUCING AGENT: U.S. Department of State
AUDIENCE: Secondary and Adult
CURRICULUM RECOMMENDATION: 11th grade, American History, Topic 5, The United States and World Affairs

CONTENT: The video tape is a highly visual study of the complexity of foreign policy issues and the factors which must be considered in making foreign policy decisions.

Much of the video tape is devoted to examining in depth two foreign policy issues (increased trade with communist countries and Soviet-South American-U.S. coastal fishing rights) through on-location interviews with the fishermen, longshoremen, and businessmen, and representatives of foreign countries, directly concerned.

The examples presented range from relatively obscure questions to the great problems of peace and war. No solutions are offered; the purpose of the program is simply to help provide the viewer with the necessary "tools" to come to his own conclusion.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: India: Fables and Legends
LENGTH: 30 min.
TALENT: Mrs. Muriel Wasi
PRODUCING AGENT: Educational Broadcasting Corporation
NUMBER OF PROGRAMS: 10
AUDIENCE: High School and Teacher Training and Adult

CONTENT: Through fables and legends, poetry, dance, sculpture, architecture, people, historic scenes, and dramatic enactments, the programs tell the tale of India from early beginnings to its emergence as a modern nation. The series aptly illustrates the many faces of India. The beauty and charm, as well as the problems of this highly complex and rich culture, are revealed through excerpts from history, literature, and document.

1. The Two Faces of India - This program presents the diversity of types and cultures which inhabit the huge subcontinent of India. The two separate worlds of the Indian village, where life moves slowly in ancient ways, and the modern, sophisticated cities are contrasted. Insight into the Indian behavior-shaping ways of thought is given through the enactment of excerpts from two great Indian epics--the Ramayana and the Mahabharata.

2. Insight Into Indian Thought Through Legend - The Ganges is the heart of Indian life, belief, and civilization. This program explains the significance of this symbol of Indian culture through the story of Ganga, the River Maid and compares it to the Greek Persephone legend. In comparing the two, the moral quality common to Indian legends is brought out.

3. The Wit and Humor of India - Through illustrated tales from the Buddhist Jatakas and the satires of the Hindu Panchatantra, we sample the laughter, fun, and joy of India. Tales of the "Scholars Without Common Sense" and the "Musical Donkey" cleverly illustrated and narrated, give insight into the Indian sense of humor.

4. Religions of India - Insight into Hinduism is given through legends of its Gods, which are illustrated by temple sculpture. The influence of the Muslim rule is explained and a romantic tale of the Taj Mahal is enacted.

5. The Diversity and Unity of India - Despite the fact that India has many different kinds of people, languages, customs, ways of life, and thought, it also has an overall unity. This program illustrates this unity in diversity and acquaints the viewer with the various religions through excerpts from the great epics, religious architecture, descriptions of festivals, language problems, and educational problems.

6. Buddhism in India - This program describes and illustrates the beauty and compassion of Buddhism through tales, poems, and sculpture.

7. Indian Religious Reformers - This program relates the influence exercised by such reformers as Mahavira Vardhamana, prophet of Jainism; Kabir, who brought aspects of Islam to a new type of Hinduism; Nanak, who taught a purified form of monotheistic Hinduism; Ram Mohan Roy, who brought the ethical teachings of Christianity to Hinduism: Rama Krishna, who took experiences from life to illustrate moral and religious truths; as well as Vivekananda, missionary of Vedantic Hinduism.

8. Modern India Moves Ahead - This program shows how political "know-how" helped India emerge from the traditional past and laid the foundation for the modern welfare state.

9. Education in India - Modern times have brought an educational revolution to India. Despite enormous problems, India is now trying to become a working democracy through attempting to educate all of its people. Women are given equal rights by the constitution, and technological as well as liberal education is provided. This program illustrates the problems and progress involved.

10. India--Tradition in Transition - Still influenced strongly by religious tradition, India has moved to the modern world largely through the leadership of Ghandi and Nehru. Insights into the interests, outlooks, and political leadership of these two men tell the story of India's emergence from the stage of tradition and British rule to that of a modern, independent, democratic nation.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE
(New York State Distribution Only)

TITLE: International Zone
LENGTH: 30 minutes
TALENT: Alistair Cooke and others
PRODUCINT AGENT: United Nations Television
NUMBER OF PROGRAMS: 26
AUDIENCE: Adult and General

1. Assignment Children - Alistair Cooke gives to the television audience the opportunity of experiencing once again Danny Kay's memorable journey to Asia on behalf of the United Nations Children's Fund. One of the world's great clowns contributes his own therapy of laughter in support of UNICEF's mission to the world's children.

2. The Man in the Blue Helmet - A new man in town--a new man in the world--the soldier who serves all humanity under the flag of the United Nations. Who is he? How is he recruited? What is his duty? The answers are shown here--as filmed by U.N. cameramen in desert and jungle.

3. Flight 108 - Never have the airlanes been busier and more congested... as jets cross continents and oceans in daily routine. Safety in the air is a prime concern of one U.N. agency--the International Civil Aviation Organization--whose work is explained.

4. Continents - The significance of economic cooperation between two of the world's major regions... illustrated by the work of the Economic Commission for Asia and the Far East... and the Economic Commission for Europe.

5. Inside the House - United Nations Headquarters--the world under one roof.

6. Catalyst - A true-life situation that helped change the lives of the people in a Haitian village. A UN. agricultural expert shows the villagers what they can do to help themselves--through cooperative effort. The program was filmed entirely in Haiti.

7. The Hidden Crisis - Political and military headlines have dominated the Congo news since June 1960. But the United Nations family of organizations and the people of the Congo have also lived through another crisis, an unseen drama in which the elements have been hunger, health, and economic survival.

8. Portrait of Dag Hammarskjold - Dag Hammarskjold, late Secretary-General of the United Nations, was a man of many facets--most of which were unknown to most people. This special edition shows a closeup of this unusual personality in a special filmed conversation with Alistair Cooke. In it, Mr. Hammarskjold speaks his mind on many subjects: diplomacy, art, music. The program reveals the inner thoughts of a great world leader.

9. Killer at Large - A genial and unsuspecting businessman brings smallpox from Asia to Europe and triggers an international manhunt in which the health authorities of many countries cooperate with the Epidemic Warning Service of the World Health Organization.

10. Submerged Glory - In every continent there are milestones which mark humanity's progress from prehistory to the age of the atom. From the temples in Cambodia to the pyramids in Mexico, from the sculptures in Nigeria to the Cathedral in Chartres, these are threatened with inundation by the waters soon to rise at the Aswan Dam; and UNESCO has called for a worldwide effort to save

them.

11. Power on the Doorstep - Each day the world allows untold billions of energy units to dissipate and go to waste; power which could cook and light and move men and goods; which would greatly enrich the lives of low-income populations. This wasted power is available, readily at hand, everywhere: the sun which beats down on plateaus and valleys; the winds which sweep across deserts and seashores; the natural gas and steam beneath the earth's surface. The U.N. has recently taken a close look at the practical problems of using these "free-gift" power sources and what they promise for people in underdeveloped lands.

12. Man's Smallest Servant - A program about the atom, which has triggered a new fear in the world but which also generates new help. Today the atom powers factories, treats cancer, illuminates the heretofore hidden mysteries of the life process. Fascinating film footage on new atomic applications for peaceful purposes has come in to U.N. Headquarters from countries as far apart as Venezuela and the USSR, Japan and Norway.

13. The End of a Chapter - As most of its "wards" achieve independence or self-government, the U.N. Trusteeship System nears the end of its history. The progress of 20 million people in 11 territories in Africa and the Pacific has been guided by this unique international link between the governors and the governed. Life in present and former U.N. Trust Territories including New Guinea, Somalia, Togoland, and Tanganyika.

14. The Morning After - It is the day after independence. The revels are over, the music is faded away. A new nation has been added to the world's rollcall of sovereign states. And now young leaders take up the full burden of managing the affairs of government. What are their main problems, the principle achievements that their citizens demand? And what part can the U.N. family play in helping them? Filmed on location in Tanganyika at the time of its coming to independence.

15. Portrait of U Thant - Ambassador U Thant of Burma, Secretary-General of the United Nations, the third man to occupy the chair since the organization was founded. U Thant has been a school teacher, a journalist, and a diplomat and for 5 years before his appointment as United Nations Chief Executive he led the Burmese delegation to the United Nations General Assembly. In a filmed conversation, Alistair Cooke asks questions about the Secretary-General's youth in Burma and about his leisure interests. They discuss the evolution of his attitude to the United Nations and some of his thoughts about its present and future.

16. 1945 - For no year in world history is the calendar as tightly interwoven as 1945: Yalta... Victory over Germany... Potsdam... San Francisco... Hiroshima... Victory over Japan... the coming into existence of the United Nations. The relationship between these events is examined in an absorbing look back to the year in which this present age began.

17. The Latin American Way - The 20 republics of Latin America offer a diversity of scenery and development as dramatic as any in the world. Beneath the umbrella of an apparently common Latin culture, the various countries are as different from each other as any elsewhere in the world. The essential unity of Latin America lies in its common problems and, perhaps, in some common solutions to them. In working out these solutions, the United Nations (with its Economic Commission for Latin America) has a part to play. The story is filmed by United Nations cameramen in eight Latin American countries.

18. Going Home - An intimate and intensely human aspect of the Congo drama is revealed by U.N. cameras as they follow a family of the Baluba Tribe from the refugee camp (in which they have been sheltered for nearly a year) to their ancestral lands hundreds of miles to the north. For nearly two generations, the Balubas have been skilled, technical, and office workers; the harsh realities of the Congo now decree that they shall forego their skilled occupations and return to subsistence farming.

19. No Frontiers in the Sky - All modern communities depend heavily on adequate weather forecasting, and for some professions--fishing, farming, aviation--it is a life-and-death matter. Storms respect no political frontiers, and nations have learned to cooperate closely in exchanging weather information. That is why the UN. has a World Meteorological Organization whose work relates directly to the man in the street--and especially to the man in the pilot's seat.

20. The Widening Gap - Whether you have clean water or not; whether your life expectancy is over 70--or under 30; whether you earn over $1,000 a year--or under $100... these are decisive questions in defining on which side of the "Gap" you are located. Alistair Cooke takes a penetrating look at the nature of poverty and development, calling in world authorities for comment--among them, Paul Hoffman, Arthur Lewis, and Barbara Ward Jackson.

21. Generators of Hope - Poverty can today be defined in terms of "power" and "energy." You are rich if you have it, poor if you do not. Between the huge hydro-electric projects of rich countries and the use of human and animal muscle power in the poor lands, lies a critical gulf. Alistair Cooke looks into some new possibilities (and problems) in using energy sources to turn the wheels and light the homes in the less developed lands. UNESCO leader Malcolm Adiseshia and Israeli physicist Harry Tabor help tell the story.

22. Life Is Short - The most obvious and distressing element in the gap between rich and poor is the food question--the surplus in rich lands, contrasted with chronic malnutrition and near starvation in the poor. Alistair Cooke tells of UN. family efforts to assure a basic and healthy diet for all, and the problems of production, distribution, and social adjustment involved. A campaign to achieve "Freedom from Hunger" is now being directed by the UN.'s Food and Agriculture Organization. At the program's end, United Nations Secretary-General U Thant underlines the urgency and the target involved in the UN's Development Decade.

23. Congo: The Way Ahead - Through the eyes of a 15 -year-old Congo schoolboy, INTERNATIONAL ZONE reveals the present situation in the Congo: the tragic circumstances which, since 1960, have led to a decline in the standards of living of millions of people--the story of the patient painstaking efforts of the Congo people to build a modern and flourishing state are vividly portrayed; as are the UN. efforts to help. Filmed by United Nations cameramen throughout the Congo.

24. Pepito and the Machine - Time and motion experts say that the greatest part of the muscular effort of all mankind is spent in fetching water. Only a segment of the world's homes has water piped in; in other places it has to be carried, sometimes yards, sometimes miles, from well, lake or stream; and this drudgery ties up exertion needed for much more rewarding work. In the Mexican village of San Pedro, they used to carry water 3 miles. Until, one day, little Pepito went to the neighboring village to play football. That was the day Pepito saw the machine.

25. Lines of Communication - The first telegraph lineman who strung a wire over an international frontier created a problem new to history. A century ago in Europe the first international telegraphic network was built between the capitals; and the first permanent intergovernmental organization was created to settle routes, rates, and procedures. INTERNATIONAL ZONE takes in the sweep of technological development in communications between that day and this age of communications satellites and shows the efforts of the United Nations family--the International Telecommunications Union in particular--to bring order and harmony to a swiftly changing scene.

26. Forum - "Perhaps the most important--certainly the most nearly universal--deliberative body on earth." These words describe the General Assembly of the United Nations, where each of the 111 members has a voice and a vote. Every international issue, every problem involving more than one nation, is before the Assembly in some form or another. In the years since 1945, the General Assembly has stopped wars, shaped new nations, changed the direction of history. The program is a historical survey, taking in some of the great moments, the most memorable personalities, and the most historic decisions.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Neighbors (Asian Studies)
LENGTH: 20 min.
PRODUCING AGENT: Asian Broadcasting Union
NUMBER OF PROGRAMS: 6 (Color)
AUDIENCE: Primary and Secondary levels (note curriculum recommendation for each program)
TEACHER NOTES AVAILABLE

CONTENT: Neighbors is intended for primary and secondary schools and aims to give the student an understanding of other people's way of life. The video tapes show the life of children and their families in the countries concerned and, through this, a general account of the countries themselves. The programs that are specifically intended for the secondary level show the land forms and natural vegetation of each region, relating these to economic geography by studying the activities of the population.

Curriculum Recommendations for Programs #1, 2, and 3.
Grade 3, Tropical Rainforest Communities
Grade 6, at teacher's discretion
Grade 9, Asian and African Culture Studies, Topic 7, Southeast Asia

1. Life in West Malaysia. Malaysia is a multi-racial country, with Malays, Indians, and Chinese living and working side by side. The video tape follows the activities of children of each of these groups living on the Malay peninsula. Through the eyes of the children, the student learns something of the fertile coastal regions of the area, and the way the three races of people live keeping many of their own traditional customs, but adapting to the warm and fruitful countryside.

2. Life in a Longhouse - Sarawak. Sarawak is a territory of Malaysia. It is part of the island of Borneo, which lies between Indonesia and the Philippines in the South China Sea. The program follows a day in the life of an Iban boy who is about to leave his home to be trained as a teacher. The boy lives in a longhouse, a structure which houses a small community of 20-30 families.

3. Life in Singapore. The video tape is designed to enable an appreciation of the cultural background and busy lives of a Chinese family on Singapore Island. The family, living in one of the great blocks of apartments in a new housing estate, introduces us to the bustling life of the city where old and new customs are mixed together and taken for granted.

Curriculum Recommendation for Programs #4, 5, and 6.
Grade 9, Asian and African Culture Studies, Topic 7 - Southeast Asia
Grade 12, Asian studies elective

4. Understanding West Malaysia. The video tape is designed to show the economic geography of the area through a study of three aspects of its economy - tin mining and smelting, the rubber industry, and palm oil.

5. Understanding Sarawak and Brunei. Sarawak is a territory of Malaysia. Brunei, a British Protectorate, is situated to the northeast of Sarawak on the same island. It has an essentially similar topography to that of Sarawak, but the economy of this small country is based on oil production. By contrast, Sarawak's economy is based on a limited agricultural foundation, as well as the timber and rubber industries.

6. Understanding Singapore. The island State of Singapore possesses no assets other than its harbor, the position of that harbor, and the industry of its people. Singapore has to win self-sufficiency. The video tape examines the struggle for this achievement by outlining developments in housing, industry, education, and in its harbor.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Of The People
LENGTH: 20 min.
PRODUCING AGENT: Western New York Educational Television Association
NUMBER OF PROGRAMS: 10
AUDIENCE: Grade 7

CONTENT: New York State, the home of about 17 million people, the Nation's leader in wealth, industry, and commerce, and the seat of international government, is aptly called the Empire State. In order to function effectively, New York is involved in a big business in which we, the people, are the stockholders. Therefore, we share the responsibilities for its operations. If we are to adequately understand our responsibilities and privileges as stockholders, we must first understand how our business is structured, how it operates, and the place we have in it.

Of The People is designed to provide the above information by taking a look at New York State, its people, and its state and local governments. It is not to be viewed as an entity in itself but rather as a tool which attempts to provide the teacher with another resource which, when properly used, will help him teach more effectively.

1. Our State
2. We, the People, and Our Government
3. The Structure of Our Government
4. A Day With the Legislature
5. A Day With the Executive
6. A Day With Judges
7. A Day in the Country
8. A Day in the City
9. A Day in the Towns and Villages
10. A Review

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Our Living Bill of Rights
PRODUCING AGENT: Encyclopedia Britannica Educational Corporation
NUMBER OF PROGRAMS: 3
AUDIENCE: All grade levels during Bill of Rights Week
Grade 8 - Topic I (The New Nation) and Topic 8 (The Federal Government and Civic Responsibility)
Grade 11 - Topic II (Government and Politics) and Topic IV (American Civilization in Historic Perspective)
Grade 12 - Advanced Government

(Motion Picture Case Studies and Unit Resource Readers are available from Encyclopedia Britannica Educational Corporation)

1. Freedom to Speak: People of New York vs. Irving Feiner (23 min.)
At a busy street corner in Syracuse, New York, in 1949, a young college student criticized the American Legion, the mayors of Syracuse and New York City, and called the President of the United States a "bum." There was some interference with pedestrian traffic and the crowd became restless. The police ordered the speaker to stop and when he refused, they charged him with the offense of disorderly conduct.

The trial judge concluded that "the officers were fully justified in feeling that a situation was developing which could very, very easily result in a serious disorder." Feiner was convicted. By a 6-3 decision, the Supreme Court upheld Feiner's conviction. The minority members asserted that "this conviction makes a mockery of the free speech guarantee of the First and Fourteenth Amendments."

The film's compelling theme is that the fate of American liberty rests in the minds and hearts of the people. The failure to defend freedom of expression - especially for dissenters and nonconformists - is an invitation to the erosion of liberty.

2. Justice Under Law: The Gideon Case (23 min.)
The Gideon case raises the classic question: Is an accused person who cannot afford a lawyer entitled to the right of counsel? Clarence Gideon, convicted of a felony in a Florida court, believed that a judge's refusal to appoint a lawyer for his defense violated the constitutional guarantee of due process of law - and he appealed to the Supreme Court of the United States. The decision of the Court was a landmark in the history of American justice. Its immediate effects were dramatic, and its influence is still felt in every courtroom in the Nation. It offers proof that the Constitution is still a living document, providing protection for the rights of every citizen, regardless of race, creed, color, or economic condition.

3. Equality Under Law: The Lost Generation of Prince Edward County (25 min.) The crucial point in the Supreme Court's 1954 decision relates to the meaning of equality of educational opportunity. Closing the Prince Edward County public schools, while at the same time giving county and state grants to assist white children to attend private segregated schools, denied Negro children equal protection of the laws. The Court held that this was intent to retain racial segregation in education and that this was illegal.

The film shows clearly what kind of people deliberately violated the law - their background, their traditions, their customs, and their convictions. After 10 bitter years, every resident of Prince Edward County had to examine his own personal attitudes and beliefs.

The real meaning of the Bill of Rights has been most eloquently stated by Judge Learned Hand: "Liberty lies in the hearts of men and women; when it dies there, no constitution, no law, no court can save it; no constitution, no law, no court can even do much to help it." This classic passage gives us a sense of direction for American educators - to develop an understanding of the complexity of American idealism and the need for persistent pursuit of these goals.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Our Working World
LENGTH: 30 min. and 20 min.
PRODUCING AGENT: City School District, Rochester, New York
NUMBER OF PROGRAMS: 6 Teacher guides are available
AUDIENCE: Programs 1 and 2 - Teachers
Programs 3 to 6 - Primary and Elementary

CONTENT: Our Working World provides the young child with economic understandings which are basic to his everyday life. Four programs, used in conjunction with the child's own environment, provide an inductive approach toward bridging the gap between familiar activities and the more abstract application of economic principles.

The first two programs, designed for teachers, provide an introduction to the series and discuss utilization techniques.

1. For Teachers. The entire series is described and the inductive approach is explained. The television teacher, an administrator, and a professor of economic education discuss how to use the approach. Two videotaped classroom demonstrations illustrate their remarks. The teacher briefly outlines the rest of the programs.

2. For Teachers. The subject matter covered in programs 3-6 is described, along with how the inductive approach is used. Films of illustrative classroom situations are included.

3. Consumers. Families, though perhaps different in many ways, all have "basic needs" (food, clothing, shelter). Families are "consumers" when they satisfy these needs. Wise choices are important in satisfying the problem of unlimited wants and limited resources. The child is given a working knowledge of the economic terms and principles with which he is already involved.

4. Producers. Most of us are "producers" of "goods" or "services." These terms are defined and extended to apply to those involved in "useful work" from the family to the community.

5. Pioneer Living. Pioneer living is used as a stepoff point in a discussion of self-sufficiency, specialization, interdependence, rural and urban living, barter, money as a medium of exchange, technological change, mass production, and tools and machines. Changes since pioneer days result in more producers of services. Transportation systems have been extended, markets enlarged, choices of jobs and manner of living widened, standard of living raised.

6. Money and Income. Money is convenient for evaluating goods and services. Producers get money as income. Wise choices satisfy essential needs first. Income differences are related to education, work hazards, labor supply, seasonal conditions, and level of skills. The purpose for taxation and reasons for saving are discussed.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Rush Toward Freedom
TALENT: Julian Bond
LENGTH: 30 min.
PRODUCING AGENT: Westinghouse Broadcasting Company
NUMBER OF PROGRAMS: 6
AUDIENCE: Secondary and Adult
TEACHER GUIDE AVAILABLE

Available only to Fixed Service Television Systems

CONTENT: A series of six half-hour television programs on the modern history of the civil rights struggle in the United States.

1. States Against Nation. The 1954 Supreme Court decision on equal education... the resistance of the "Southern Manifesto"...Governor Faubus calls out the militia in Little Rock...James Meredith's admission to the University of Mississippi...Governor Wallace blocks the entrance of black students to the University of Alabama.

2. Birth of Direct Action. The boycott...Mrs. Rosa Parks refuses to give up her seat in the front of a bus to a white man...Rev. Martin Luther King, Jr., leads the Montgomery bus boycott...integration of lunch counters via the "sit-in" technique...the filibuster against the 1960 civil rights bill.

3. The Non-Violent Creed. 1963 demonstrations in Birmingham, Alabama...police tactics of using dogs and fire hoses to put down demonstrations...desegregation of public accommodations...march on Washington...Rev. Martin Luther King, Jr., speaking "I Have A Dream"...Nobel Peace prize awarded to Dr. King.

4. Give Us The Ballot. NAACP's Medgar Evers attempts to get blacks registered... resistance of Southern registrars...help from Northern white college students... the Hartman Turnbow incident...the 50 mile march from Selma to Montgomery... the Voting Rights Bill Act of 1965...blacks begin to run for political office.

5. Over The Edge. Violence...the murder of 14-year-old Emmett Till for whistling at a white woman...the shooting of Medgar Evers...the death of four little black girls in the dynamiting of the 16th Street Baptist Church in Birmingham...the murders of Goodman, Schwerner, and Cheney...the assassination of Malcolm X...riots in Watts and Newark...the assassination of Dr. King and Senator Robert F. Kennedy.

6. Black Is Beautiful. Malcolm X...Black Muslims...attempted ambush of James Meredith...Stokely Carmichael and "black power"...black revolution with new priorities, directions, and leadership...Huey Newton, Bobby Seale, and the "Black Panthers"...development of genuine pride in being black...performances by Carmen DeLavallade, Diana Sands, and Al Freeman, Jr.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Sequel to Stalin
TALENT: Harry Schwartz of the New York Times
LENGTH: 29:26
PRODUCING AGENT: Educational Broadcasting Corporation
NUMBER OF PROGRAMS: 1
AUDIENCE: High School and Adult

CONTENT: Harry Schwartz is the host of a stimulating discussion on post-Stalin conditions in Russia. The discussants are reporters and writers who lived in Russia and had an opportunity to see the changes firsthand. The insight presented in this program will update the background of the viewer in the area of Russian history.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Shadings
LENGTH: 60 min.
TALENT: William K. Mulvey
PRODUCING AGENT: State University of New York at Albany
State Education Department
NUMBER OF PROGRAMS: 1
AUDIENCE: School Staffs and General Adult Viewing
Discussion leader guide available

CONTENT: Shadings is an artistically created portrayal of examples of racism as they occur in American society, American education and in many schools of New York State. While this program devotes itself mainly to black-white relations, the principles and concepts enunciated pertain to most minority-majority problems.

The individual presentation of Shadings is introduced by Education Commissioner Ewald B. Nyquist; and a discussion of racism with Kenneth B. Clark and Stephen K. Bailey, members of the Board of Regents, concludes the entire program.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: *Sonar Bangla* - A new Video Tape about Bangladesh
LENGTH: 15 min.
PRODUCING AGENT: UNICEF
NUMBER OF PROGRAMS: 1 (Color)
AUDIENCE: Secondary and Adult
TEACHER GUIDE AVAILABLE

CONTENT: The health, nutritional, educational, and general family welfare problems of returned refugees and millions of others affected by the recent conflict are reflected in the tape. Villagers sinking their own water wells with bambo scaffolding and tubes is a dramatic example of self-help in action. To aid the people of Bangladesh in this crucial period of reconstruction, UNICEF has launched a $30 million assistance program--the largest in its history--to provide food, medicines, shelter, clean water, and aid to rebuild disrupted health services and school systems.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: The Disciplines Within the Social Studies
LENGTH: 30 min.
PRODUCING AGENT: University of Rochester College of Education and Rochester Area Educational Television Association
NUMBER OF PROGRAMS: 7
AUDIENCE: Elementary and Secondary Teachers of Social Studies

CONTENT: This series is designed to provide pre service and in service teachers with a background on the general nature and structure of the disciplines within the social studies. The host and coordinator is Henry P. French, Jr, assistant professor of history and political science at Monroe Community College, Rochester, and associate lecturer in social studies education at the University of Rochester.

1. Anthropology - Sherwood Lingenfelter, instructor, the State University of New York, College at Brockport. Mr. Lingenfelter is a doctoral candidate in anthropology and is on leave studying the culture of the people of Yap in the Southwest Pacific as a part of his dissertation research. Through the use of visual examples, he details the nature of anthropology and linguistics. In addition, he graphically notes the differences among anthropology and sociology and psychology, as behavioral sciences.

2. Geography - Robert B. Hall, Jr., professor in geography and history, and director of the NDEA East Asian Center in the College of Arts and Sciences, the University of Rochester. A noted author and lecturer in the field of Japanese studies, Dr. Hall provides the viewer with the nature of geography and its implications in the urbanization and modernization of society in today's world. Specific examples in the United States, Japan, and Europe point up the types of analyses geographers make in relation to the other disciplines discussed in the series.

3. Psychology - Michael Davidson, assistant professor in psychology, the College of Arts and Sciences at the University of Rochester. Dr. Davidson graphically notes the nature of psychological research and the influence of his discipline on medicine and the other behavioral sciences. Studies using lower forms of life are cited as examples of the types of research being conducted to aid man in understanding how and why he acts the way he does. Emphasis is placed on the many schools of psychological research and how the layman may view the logic developed in each school.

4. Sociology - Dean Harper, associate professor in sociology in the College of Arts and Sciences, and a research assistant in psychiatry in the College of Medicine at the University of Rochester. Dr. Harper's principal concern is with the nature of the terms "status" and "role" in the fabric of human behavior. He provides graphic examples of how a sociological researcher gathers data in a number of specific situations and how he then applies these data to general concepts developed out of the discipline.

5. Economics - Richard Rosett, chairman and a professor in the Department of Economics in the College of Arts and Sciences at the University of Rochester. Dr. Rosett notes the similarities and differences in personal (micro) and industrial and government (macro) economics. Emphasis is placed on capital formation at both levels and the relationships between these two systems of analysis.

6. Political Science - Arthur Goldberg, assistant professor in political science, the College of Arts and Sciences, the University of Rochester. Dr. Goldberg notes that politics is a process whereby human problems are solved and differences reconciled. He attempts to clear up many common misconceptions about the function of political systems by detailing some of the general descriptions, characteristics, and processes developed at the local, state, national, and international level by providing examples of theoretical and practical interpretations in the field.

7. History - Harry D. Harootunian, associate professor of history in the College of Arts and Sciences at the University of Rochester. A noted author and lecturer in Japanese history, Dr. Harootunian looks at history from a global view, providing a backdrop for the six programs preceding the broader historical discussion. The nature of the historian's role in recalling the past in such a way as to present a picture of human behavior and event in an objective fashion. The importance of several points of view reflecting a period is stressed, as testimony to the fact that what the historian writes is mirrored in his experiential background. Several examples of historical analysis are made to stress this point.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

SOCIAL STUDIES
New York History

TITLE: The Ditch That Helped Build America, Parts I & II
(The story of the Erie Canal)
LENGTH: 60 min.
TALENT: Dr. Marvin Rapp, President of Onondaga Community College
PRODUCING AGENT: WCNY-TV, Syracuse
NUMBER OF PROGRAMS: 2 (Color)
AUDIENCE: Intermediate, Secondary, College and Adult (documentary style)
ILLUSTRATED BOOKLET AVAILABLE

PART I begins with a tour of the Canal Museum in Syracuse with Museum Director Frank Thompson. Viewers then board a houseboat for a trip along the canal from Oneida Lake to Waterford, a small town near Albany where the canal empties into the Hudson River. In many places, the route of the present-day barge canal follows the original Erie Canal bed and makes use of the same locks.

PART II covers the Erie Canal system from Syracuse to Buffalo. For the westward leg of the journey, the production crew boarded a helicopter. Shooting from the air and landing at key points for closeup footage of places and interviews with people involved in the canal, the film crew recorded the importance of the Erie Canal system in the westward growth of our young country.

Folklorist and folksinger Frank Warner provides stories and songs from the canal era during interludes in the film. Also included in the documentary are interviews with many old-timers who remember working on and living near the canal when it was still a primary source of transportation for people and goods.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: The Government Story (Westinghouse, Group "W")
LENGTH: 30 min. each; total of 40 programs
TALENT: Host: Stephen Horn; Historical Narrators: E.G. Marshall and Paul Long
AUDIENCE: High School, College, and Adult
STUDENT SELF-INSTRUCTION GUIDE AND SUGGESTED STUDENT EXAMINATION AVAILABLE

The 40 programs in this series are divided into three groups, as follows:
THE CONGRESSIONAL GROUP - first 20 programs
THE PRESIDENCY GROUP - programs 21 through 35
THE FEDERAL COURTS GROUP- programs 36 through 40

CONGRESSIONAL GROUP - FIRST 20 PROGRAMS

1. Of the People. A profile of the U.S. Congress...how it began and how it works today. How Congress shares power with the President, and a look at the Senators and Representatives in the performance of their duties. Comments on the nature of representative government by leaders of the past and present.

2. The Chief Legislator. How the President works with Congress...conflict and cooperation between the legislative and executive branches of government...a closer look at the concept of "shared powers" and the changing relationships between Congress and the President over the decades. A profile of the varying styles of some modern Presidents attempting to get Congress to adopt their legislative programs.

3. The Honorable Gentlemen. A group portrait of the 100 members of the Senate and the 435 members of the House. A closer look at the theory and practice of political representations. The similarities and differences between "representation" in the Senate and the House. How various Senators and Representatives see their roles.

4. A Question of Reelection. How campaigning for election and reelection affects the working Congress. An examination of such questions as: Is the high cost of election campaigns undemocratic, and what should be done about it? Does the 2-year term of Representatives make them less effective members of Congress than Senators, who enjoy 6-year terms? How does campaign affect the members' legislative activities? Incumbents and challengers, their problems and strategies.

5. The First Term. The excitement and frustrations of the freshmen Congressmen and Senators in confronting their new jobs. A look at the seniority system in the Senate and House. Problems of the new members in settling in Washington, learning the ropes on Capitol Hill, and first steps toward becoming effective legislators. Some advantages the freshman Senator enjoys over the first term Representative.

6. The Man Behind the Gavel. A profile of the Speaker of the House of Representatives. Why he is the second most powerful elected official in the United States. Motion pictures showing the election of Speaker John McCormack, and a discussion by him of the Speaker's duties and responsibilities.

7. The Battle of the Bills. The leaders of the House...the "field generals" of party conflict in the House of Representatives. Describes how the party leaders operate to persuade their party members to vote with the party. A look at party organization among the Democrats and Republicans...some differences between the parties in the Senate and the House. The role of the party leaders when they and the President belong to the same party, and the role of the opposition.

8. The Drift of Power. The men who lead the Senate. A comparison of leadership in the Senate and House, and why Senate leadership is noticeably weaker. Problems of party discipline in the Senate. How some leaders, Lyndon Johnson in particular, transformed weak organizational power into great strength. The fluctuations of power and party organization in the Senate in the 19th and 20th centuries, how it evolved to the state of today.

9. The Law Machine. How Congress considers and passes laws. Differences between the Senate and the House. The steps a bill must pass through to become law, starting with hearings in both Senate and House, party conflict in committee and in floor debate, reconciliation of House and Senate versions. The problems and strategies of leadership in steering a bill through Congress. The effect of individual personalities on the passage of legislation.

10. The Right Hand of Congress. The thousands of anonymous congressional assistants and staff members on Capitol Hill. Differences between committee staff members and personal staff members of Senators and Representatives.

A group portrait of the various kinds of dedicated, enthusiastic, and knowledgeable people, ranging from clerks to technical experts, who do the enormous amount of spade work demanded by members of Congress and congressional committees. Shows these people at work on Capitol Hill. Interviews in which they discuss their jobs.

11. The Trip to the Top. How seniority leads to power and affects the working Congress. How seniority is obtained, differences between Senate and House. How seniority may be employed to affect the fate of legislation. Seniority in the committees and its effect on democracy. Some revolts against the seniority system, including the revolt within the powerful Rules Committee.

A discussion of seniority, pro and con by leading members of Congress. A group portrait of the all-powerful but not-well-known senior committee members and chairmen.

12. The Ways and the Means. How Congress raises the revenues to run the Federal Government. The unique power of the House to control the Federal purse-strings; why the Constitution gave that power to the House. The role of the Senate in money-raising. A close look at the Ways and Means Committee of the House , a key committee of the House of Representatives. An examination of the committee members and why the committee commands such high prestige. A short history of the great confrontation between Committee Chairman Wilbur Mills and President Johnson over the Tax Bill of 1967.

13. Watchdogs of the Treasury. A profile of the House Appropriations Committee, which plays a decisive role in determining how Congress will spend more than 150 billion dollars yearly. From the Post Office to the Space Program to the defense effort, every dollar authorized to be spent by Congress must go through the appropriation process; the Appropriations Committee of the House and Senate decide how many dollars shall be spent where, on what, and under what conditions. An examination of the budgeting process...the differences in power and prestige between the House and Senate committees...the process of compromise...the political importance of appropriations...appropriations as a potential source of conflict between the President and Congress.

14. The Right to Lobby. How congressional lobbyists try to influence legislation. Defines what is a lobby and who is a lobbyist...answers such questions as: Is lobbying ethical...do lobbies serve a legitimate function in Congress... how do lobbies operate...are they effective in influencing legislation? A profile of trade union lobbyist Evelyn Dubrow at work on Capitol Hill.

15. The Search. How Congress employs hearings and investigations in the legislative process. Difference between "hearings" and "investigations." The uses of both by Congress for gathering information. So-called good and bad hearings and investigations. The use of investigations as a publicity tool, and as an aid to legislation. A picture history of congressional hearings, starting with the first in the time of President George Washington.

16. The Friendly Rivals. Friction and cooperation between Congress, the President's cabinet, and the Federal Civil Service. The growth of the so-called Federal bureaucracy over the past century...the real meaning of bureaucracy as the work force from a "spoils system" to civil service status...the problem of Congress in dealing effectively with the huge, complicated, and well organized executive branch...the question of divided loyalties within the executive branch, which often has stronger links to Congress than it has to the President. Congressional reaction to the bureaucracy.

17. The Conscience of Government. Congress and the Nation's social welfare. The development of social programs as a Federal Government responsibility... some alternative views of the government's role in human welfare programs... a comparison of social programs under Democratic and Republican Congress and Presidents...social programs and the politics of Congress...lobbying and social welfare. A picture history of congressional social welfare action, beginning with the first years of the Nation, going on to the Reconstruction period after the Civil War, to the present.

18. Invitation to Conflict. How Congress participates with the President in shaping foreign policy. Conflict between President and Congress in the conduct of U.S. foreign policy...the powers of the Senate under the Constitution...the powers of the House implied in its constitutional right to control the purse strings...some unresolved questions: Has the power of the President over the conduct of foreign policy increased unduly in the past few decades...how could Congress recapture its lost initiative...should it do so? The Vietnam war as a specific example of conflict between the President and the Senate Foreign Relations Committee. A picture history of struggle between the President and Congress over the conduct of foreign policy from the early days of the Nation down to the present.

19. The Folks Back Home. The dependence of Senators and Representatives on their constituents, and the various ways in which the members of Congress give service to them. The wide range of interpretations which the members of Congress place on the word representation. Congress as a "court of last appeal" for the citizen in his dealings with the Federal Government. The amount of time given over by Senators and Representatives to this kind of constituent service. The problem of responsivity to constituent opinion. The problem of constituent pressures on members of the House due to their 2-year term.

20. The New Look. Change and reform to modernize Congress. The charge that Congress has become the weak link in our national government because of the rapid and huge development of the executive branch. An examination of such questions as: Why has Congress lost its legislative initiative to the President, and what could be done to restore it...the problems of party responsibility... would a change in the seniority system strengthen Congress...the problem of election campaign contributions...the overall problem of congressional ethics and conflicts of interest. The need of congressional reorganization and the use of electronic computer systems to give Congress quick access to the mass of information it must have in order to function effectively.

PRESIDENCY GROUP - 15 PROGRAMS

21. Road to the White House, Part One. How candidates for the office of President of the United States are created and developed. The obstacle course which must be successfully negotiated if a presidential aspirant is to become a legitimate candidate. When, actually, is the candidate's "hat thrown into the ring"? The role of the state primaries...problems of "going the primary route." The role of the state party leaders, what they look for in a candidate. Various strategies employed by candidates at the national nominating conventions.

22. Road to the White House, Part Two. A closeup look at the nominating conventions, and the rocky road that leads from the conventions to the White House. How the candidate projects the image of a "winner"...some problems of the party leaders and rank-and-file...the importance of a first-ballot victory...the role of the "favorite son" candidates...some victorious convention maneuvers, particularly the Eisenhower strategy of 1952 and the Kennedy strategy of 1960. The difference between preconvention campaigning and postconvention campaigning. The high costs of the second campaign for the Presidency...some campaign strategies...the problems of the electoral college.

23. The Transfer of Power. How the office of the President of the United States changes hands and the problems involved. The importance of a smooth transition for the new President and the Nation. The interim, how it used to be bridged, and how it is bridged today. The problem of maintaining continuity of leadership, particularly in the field of foreign policy. How the new President prepares himself for his huge task. The role of the outgoing President. The role of Presidential staff in easing the transition. The new President's staffing problems...formulating his program...taking hold of the reins of leadership in domestic and foreign policy.

24. Organization at the Top. The key men who help the President run the Nation. The Vice President: prestige without power...the changing role of the Vice President...the President's cabinet: its uses and weaknesses as an effective administrative tool. Presidential "balancing" in the creation of cabinets...the creation and growth in importance of the White House Office. The importance of White House organization to keep pace with the growing power of the President.

25. The Right Hand of the President. The President's personal White House Staff. The creation, growth, and duties of the White House Staff. Some differences between the President's personal staff and other assistants and advisers. Conflict and cooperation between the White House Staff and the Cabinet. How different Presidents have organized their staffs, and why. The White House Staff and Congress. Powers and limitations of the President's Staff.

26. The Lonely Office. The wide range of jobs, duties, and responsibilities that we call the Presidency. How and why the office of President is the biggest and loneliest job in the world. Why decision-making responsibility in every area of national life falls ultimately on the President. Various examples illustrating the President's duties. An examination of the growth of the Presidency, and of the question: Is the Office too big for any one man?

27. The President's Program. How the President plans ahead, using the resources of national government to overcome national problems. How and why the executive branch spends about 180 billion dollars annually. How Presidential programs began, and reached their present great scope. The President's State of the Union address and the executive budget as reflections of his programs. How the President chooses between various programs. The political and personal factors which affect his choice.

28. The Presidential Persuaders. How the President leads and lobbies Congress to get his program enacted into law. The frictions between the parties and within the parties which affect the President's program. The President's lobbyists who specialize in persuading the members of Congress on behalf of the President and his program. Direct and indirect pressures on Congress. The use of Presidential "arm-bending" and other less obvious techniques. The problem of party discipline.

29. The Political Executives. How the President's top advisors (excluding the Cabinet) do their jobs. Why the top executives around the President are "political." Where they come from, and where they go when the President leaves office. Problems of recruiting suitable people. The pressures on, and sometimes divided loyalties of, the men who represent the President in his dealings with Congress and the Federal departments.

30. The Civil Servants. The two and a half million employees of the Federal Government who work in the executive branch. How the Federal Civil Service evolved from the spoils system of the 19th century. The true meaning of the so-called bureaucracy. The President's problems in obtaining cooperation for his programs from the Civil Service. Political pressures on the Civil Service from the upper echelons of the executive branch, Congress, and various private professional groups.

31. The View From Mt. Vernon. How the Presidency has changed and grown in power since the days of George Washington. Video taped at President Washington's home at Mt. Vernon, Va. A discussion with Samuel Beer of Harvard University of the great changes which have taken place in the Presidency, and the great Presidents of history who brought about those changes. How Presidents conceived of the Executive power in the early days of the Nation compared with contemporary views. A discussion of the party system then and now.

32. The Buck Stops Here. The Office of President as a center of national decision-making. The President's ever-explosive environment. Why the President cannot avoid the final responsibility for decisions. The President's sources of advice in reaching decisions. How Presidents of the past reached decisions. Some methods by which modern Presidents reach major policy decisions. President Kennedy's process of decision-making in the Cuban Missile Crisis analyzed in detail, with a picture history of the Cuban Missile Crisis.

33. President, Press, and Public. How the President communicates with the public through the press and broadcast media. The critical importance of modern communications to the President in his role as national leader. Interactions between press and President. An examination of such questions as the credibility gap, the white lie, and managed news. How various modern Presidents have dealt with the communications media.

34. The Regulators. How the President deals with the so-called "fourth branch of Federal Government." the Federal regulatory agencies. The peculiar role of the "independent" regulatory agencies, created by Congress but staffed by the President. Why these agencies were created. How independent are they? A look at their function as intermediaries between the Federal Government and private industry. A picture history of the creation of the first great agency, the Interstate Commerce Commission, and the development of the seven major commissions and agencies which followed.

35. The Federal Partners. How the Federal Government cooperates with state and local government in making a wide range of services and benefits available to the people. The enormous scope of Federal programs and how they are administered at the Federal, state, and local levels. Some questions: Is administration of such programs too centralized in Washington? How can decentralization be accomplished effectively? Are the states and cities adequately prepared to play a larger role? What the Federal Government can do to solve the urban crisis

FEDERAL COURTS GROUP - FIVE PROGRAMS

36. The Justice Machine. A profile of the Federal court system. The position of the Federal courts in our three branches of government with shared powers. The organization of the Federal courts into District, Appellate, and Supreme courts. The relationship of the Federal courts to state courts, jurisdiction of each. Some problems of the Federal courts, such as overcrowded dockets. The concept of "judicial review" which gives the Supreme Court powers which in many ways equal that of the Congress and the executive branch. Films of key cases in the history of the Supreme Court, and a picture story of the crucial Marbury case of the early 19th century which produced the concept of judicial review.

37. The Check That Balances. The role of the Supreme Court in defining the legality of actions by Congress and/or the President and the executive branch. Judicial review in practice...some key cases. The constitutional bases of the Supreme Court's actions. Arguments pro and anti. An examination of the charge that recent Supreme Court rulings on civil rights and matters involving civil liberties invade the province of Congress. Did the Warren Court overstep its constitutional powers?

38. Framework of Freedom. The Supreme Court and the first 10 amendments to the U.S. Constitution. A closer look at the Bill of Rights and how its provisions have been implemented by Supreme Court decisions. How Supreme Court interpretations of the Bill of Rights have varied from time to time due to various pressures and circumstances. How modern advances in technology have threatened personal rights, and how the Supreme Court has acted to redress the situation. An examination of the use of the fifth amendment and other constitutional rights by those presumed to be lawbreakers. With motion pictures of the Billie Sol Estes case, the Dr. Sheppard case, the Senate Racketeering Investigation.

39. Men of Justice. How the Supreme Court Justices reach their decisions. The human aspects of the Supreme Court. A view of the Justices as men with individual personalities and prejudices, rather than as impersonal units of an institution. The problems faced by the Justices of squaring their personal feelings with the requirements of the "law." An examination of such questions as "fact" and "what the Constitution means." How the previous experiences of the Justices affect their decisions. Justices and politics. How the Justices deliberate and exchange views. The problem of secrecy.

40. Supreme Court and Society. The effect of Supreme Court decisions on the quality of American life. The Supreme Court as a policy-making body, directly affecting the legal, social, and political realities of the Nation. Some key cases, from the Dred Scott decision of 1857, down to the obscenity cases of the 1960's. The Court as a leader for social liberalism. Divisions within the Court, and some reasons why the Court is rarely unanimous, and often reverses itself. An examination of the questions of whether the Court, an appointed body and therefore not democratically chosen, should have the right to decide matters of broad national policy.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: The New Social Studies
TALENT: Teachers from various New York public and central school systems
LENGTH: 20-40 min.
PRODUCING AGENT: Bureau of Elementary Curriculum Development
Bureau of Social Studies Education
NUMBER OF PROGRAMS: 6
AUDIENCE: Depending upon program, grades 1 - 11

This series of six programs dealing specifically with the new social studies curriculum is available for teacher training and inservice purposes. The elementary programs have been produced by the Bureau of Elementary Curriculum Development and the secondary programs by the Bureau of Social Studies Education, in cooperation with the Bureau of Mass Communications.

The New Social Studies - Grade 1 (20 min.)
-Mrs. Janet DeCristofaro, formerly South Huntington Public Schools
-a discussion of techniques, methods, and materials that have proven effective in teaching the grade 1 program, Local Environment Studies

The New Social Studies - Grade 2 (20 min.)
-Mrs. Marie Schilling, North Colonie Central Schools
-same format as grade 1, based on the grade 2 syllabus, Community Studies

The New Social Studies - Grade 3 (20 min.)
-Mrs. Lynne Noel, formerly Owego-Appalachian Central Schools
-same format as grade 1, based on the grade 3 syllabus, Community Studies

Social Studies Grade 5 - An Inductive Approach (30 min.)
-Mrs. Diane Saeger and pupils of the Rush-Henrietta Central School District
-based on geographic understandings in the grade 5 syllabus, Major Culture Regions - Western Hemisphere

Characteristics of the Common School - Grade 7 (30 min.)
-Miss Ruth Hurr and pupils of the East Greenbush Central Schools
-a demonstration lesson based on understandings in the topic, New York in the Age of Homespun, from the 7th grade syllabus, Our Cultural Heritage

U.S. and World Affairs - Grade 11 (40 min.)
-Mrs. Bertha Davis, New York University, and pupils of the Bethlehem Central Schools
-a demonstration lesson, with explanatory introduction and conclusion, showing how a form of inductive teaching can be used to develop understandings in the topic, The United States in World Affairs, from the 11th grade syllabus, American History (American Studies)

These programs are available in two media

A. Video Tape
B. Kinescope recordings (16 mm soundfilm)

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: The True and The Just
LENGTH: 27:30 min.
TALENT: E.G. Marshall, Narrator
PRODUCING AGENT: First Judicial Department, State of New York
AUDIENCE: Secondary Level

CONTENT: The True and The Just is a dramatic motion picture designed to encourage Americans everywhere to a greater acceptance of jury duty, and to educate and inform jurors as to the reasons why they must serve.

Filmed in and around the New York State Supreme Court Building, it traces the evolution of trial by jury from the Middle Ages to the present, contrasting today's right of a jury trial with that of an earlier day, when fair and impartial trials were practically non existent.

An actual court is used in this half-hour documentary film to illustrate the duties and responsibilities of each participant in a case - the judge, the jury, and the attorneys for the plaintiff and the defendant. By following the activities of a typical juror, from the time he receives a notice to serve until the case is decided, the film portrays the important role of the jury system in American jurisprudence.

The True and The Just informs a juror of the need for a jury, its relationship to the judicial system, the protection it affords both the defendant and the plaintiff and the values that flow from a lawful society.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: The United States and Western Europe
LENGTH: 29 min.
PRODUCING AGENT: U.S. Department of State
NUMBER OF PROGRAMS: 1
AUDIENCE: High School, College, Adult

CONTENT: Analysis of the nature and development of U.S. policy toward Western Europe since the end of World War II; interviews with officers of the Department of State; nature of the ties, highlights of U.S. relations with the area in the immediate postwar period; the basic threads of U.S. policy through the 20-year period; European unity, economic cooperation, western security.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: U. N. Reports
LENGTH: 30 min.
PRODUCING AGENT: United Nations
NUMBER OF PROGRAMS: 15
AUDIENCE: Secondary and Adult
TEACHER'S GUIDE AVAILABLE FOR CURRICULUM USE

CONTENT: A series of United Nations Reports to help clarify for the teacher and student the complex undertakings of the world organization. Although the programs have general significance, specific curriculum recommendations are suggested.

1. Africa Emerging - Curriculum Recommendation: 9th grade, Asian and African Culture Studies, Topics 2 and 3. One of the most remarkable international developments since World War II has been the emergence of newly-independent countries on most of the continent of Africa. When the United Nations came into being in 1945, only four countries in Africa were independent and so qualified to join the United Nations. By the end of 1967, 39 of the total 122 UN Member States were in Africa. But the struggle for self-government and independence in Africa continues in the countries still under colonial rule or governed by racist, white-minority regimes.

The dramatic story of the coming of political independence to most of Africa, and of the UN's role in this historic process, are pictured in this program. Tanzania and Somalia illustrate the transition of the seven former UN Trust Territories in Africa into nationhood. Scenes are also shown of recent meetings held in Africa of the Special Committee of Twenty-four established by the UN General Assembly as part of the continuing effort of the international community to speed decolonization and help dependent peoples achieve the right to self-determination.

2. Peace Keeping In Cyprus - Curriculum Recommendation: 10th grade, European Culture Studies, Topics 1 and/or 8. Peace-keeping is the primary function of the United Nations. To illustrate the work of the United Nations in a situation which threatens world peace, this program describes how an uneasy cease-fire in the civil war in Cyprus has been maintained since March 1964 through the use of a peace-keeping force of 5,000 UN troops, authorized by the Security Council, while a long-term solution is being sought through mediation.

The complex history of the civil war between the Greek and Turkish communities in Cyprus is explained, and why it has international importance. The day-to-day work of the UN Force in Cyprus (UNICYP) is pictured in detail. Scenes of Security Council meetings on the Cyprus situation are shown, including UN Secretary-General U Thant reporting to the Council. The task of the UN mediator is described and other continuing efforts to find a permanent solution, so far without success.

The video tape indicates that a Special Committee on Peace-Keeping Operations was established by the General Assembly in 1965 to review the whole question of peace-keeping operations, including ways of overcoming the present financial difficulties of the United Nations.

3. Trade and Development - Curriculum Recommendation: 10th grade, European Culture Studies, Topics 7 and 8 (can also be used with 12th grade, Advanced Economics, Topic 5). A large and widening gap in living standards exists between the few industrialized countries and the many developing countries--where two-thirds of the world's people live. The declining share of the poor countries in world trade is a basic cause of this serious problem. For example, 10 years ago a rubber planter in Malaysia could buy a finished tire from an industrialized country for the equivalent of vie bales of natural rubber; today it costs eight.

This program explains why the present "imbalance" in world trade exists and describes some of the efforts being made by the international community to remedy the situation. Scenes are shown of the first United Nations Conference on Trade and Development (UNCTAD) held in 1964 and touches upon the issues discussed. The film also indicates that UNCTAD has been established as a permanent organ of the United Nations to promote international trade for the benefit of all countries and help the developing countries to accelerate their economic growth.

4. Change and Latin America - Curriculum Recommendation: 5th grade, Major Culture Regions - Western Hemisphere (Latin America). Can be used with 12th grade elective at local option. This video tape takes us on an eye-opening journey to Latin America as it is today. Despite many obstacles, almost everywhere the key word is change.

We see firsthand some of the region's major problems. These include widespread poverty, primitive agriculture, the need for land reform, unfovorable trade conditions, limited and uneven industrial growth, the population explosion, inadequate education and other social services, massive unemployment and sprawling slums in the region's fast-growing cities.

We also see some of the efforts being made by the governments and people of Latin America to overcome these problems and improve their standards of living. Specific projects, in such fields as agriculture, fisheries, urban community development, and education, illustrate the many-sided help being extended by the United Nations and its related agencies, at the request of the countries concerned, to assist economic and social development in Latin America.

5. Education in Africa - Curriculum Recommendation: 9th grade: Asian and African Culture Studies, Topics 2 and 3. Since the close of World War II, the continent of Africa has experienced dramatic change. By the end of 1968, 37 new African countries had achieved political independence and joined the world community as members of the United Nations.

But these newly-independent countries face enormous problems at home. To raise living standards, agriculture must be made moreproductive, industries developed, roads and railways improved, trade increased, better housing and health facilities provided. In this drive toward modernization, education is regarded as the key to progress, the foundation on which all the rest must be built.

This video tape pictures some of the main achievements and problems of educational development in Africa. Specific examples illustrate projects and programs being carried out in various African countries and at different levels of education, from primary school to university, as well as among adults.

6. The Hungry World - Curriculum Recommendation: 9th grade: Asian & African Culture Studies, Topic 1; 10th grade: European Culture Studies, Topic 8 - Can be used for 12th grade elective at local option. Today there are more than 3 billion people in the world, and it is estaimted that about half of them are chronically hungry or ill-fed. In addition, as the world's population is increasing faster than world food supplies, the outlook for early improvement is discouraging.

This video tape outlines the complex causes of the world's growing food crisis and pictures some of the work being done by the Food and Agriculture Organization (FAO) and other UN bodies to increase food supplies and improve nutrition. Experts such as Britain's Lord John Boyd Orr and American economist Arthur Goldschmidt suggest a wide range of further actions which should be taken by governments and people in all countries to help to overcome this problem.

7. History's Heritage - Curriculum Recommendation: 9th grade: Asian and African Studies, Topic 1; 10th grade: European Culture Studies, Topics 1, 2, 3, 4, 5, 8. In every continent there are cultural treasures which mark humanity's progress from pre-history to the space age. It is both a national duty and an international responsibility to protect and preserve these treasures and to make them known as widely as possible.

This video tape pictures some of these treasures and also describes the important work being done by the United Nations Educational Scientific and Cultural Organization (UNESCO) in helping countries to save or restore their cultural property. Particular attention is devoted to the spectacular rescue of the Abu Simbel and other ancient temples in the United Arab Republic and the Sudan, and to the international efforts now being made to overcome the damage done by the 1966 floods in Italy to the art and architecture of Florence and Venice.

8. The World's Last Frontier: Oceanography: Part I - Curriculum Recommendation: 9th grade: Asian and African Culture Studies, Topic 1; 10th grade: European Culture Studies, Topics 1 and 8. Throughout his history man has reached out into the unknown. Outer space is not the only target of today's explorers. The needs of mankind made ever more urgent the solution of these mysteries. This video tape deals with the latest attempts tobbring new knowledge of the oceans to the service of mankind.

Recently, scientists from many countries cooperated in a large-scale study of the Indian Ocean, and UN TV placed a film crew on a U.S. research vessel.

In Part I, the science of oceanography is investigated with explanations and demonstrations by Indian Ocean experts. They take samples of water to analyze its living matter, minerals, etc., samples of the seabed to study the earth; they also draw geologic profile of the land under the water; send up balloons and radiosondes and other devices which study the weather. The exploits of the famed underwater explorer, Jacques Cousteau, and the scientists in the United States Navy's "Sealab" Project are then observed in action.

9. The World's Last Frontier Oceanography: Part II - Curriculum Recommendation: 9th grade: Asian and African Culture Studies: Topic 1; 10th grade: European Culture Studies: Topics 1 and 8. In Part II, the program indicates what is done with the results of the oceanographers' findings--primitive and traditional fishing methods are being supplanted by new techniques such as seine fishing, electric fences, etc.; oil and diamonds are retrieved from beneath the briny deep; the tides are used as a source of electric power, architects look into the future with plans for floating cities.

The video tape concludes that the oceans belong to everyone. The land alone no longer suffices. All mankind must join in a harmonious effort to see to it that the whole ecology of earth, land, and water is harnessed for maximum production so that the goal of a secure world for all can be reached.

10. The Asian Highway: Part I - Curriculum Recommendation: 6th grade: Major Culture Regions - Eastern Hemisphere (Middle East to No. Africa); 9th grade: Asian and African Culture Studies, Topics 4 and 7. In the United States we take roads for granted; this is not the case in most of the rest of the world.

It is only recently that a highway has begun to connect vast reaches of Asia. A high quality road 6,500 miles long, called the Asian Highway, will someday run from Turkey to South Vietnam. Already most of this road exists and nations which, until now, have been separated by mountains and deserts, are linked together. The United Nations Economic Commission for Asia and the Far East (ECAFE) has supported this project for the economic and social benefits of the nations connected by this road.

In Part I, the viewer shall travel through Iran seeing the life of the peasants, religious observations, economic pursuits such as rug exports, caviar industry, etc., which will be affected by the improved highway. In Afghanistan the program shows Russian engineers building a section of the Highway which will meet another section built by the Americans. As camels and cars move goods, the student learns how roads revolutionize the transportation and economies of the countries of Asia.

11. The Asian Highway: Part II - Curriculum Recommendation: 6th grade: Major Culture Regions - Eastern Hemisphere (Middle East and No. Africa); 9th grade: Asian and African Culture Studies, Topics 4 and 7.

Part II starts from the fabled Khyber Pass and continues through the Indus Valley into Western Pakistan and India. Without dependable roads, India's half million villages have been isolated from modern industry and education. A market reveals a profusion of foods, most of which will rot because of poverty and a lack of a distribution system. For centuries the monsoon rains have washed away the dirt roads. The Asian Highway will bring a new way of life to the teaming millions of Asia.

12. Community Development in India "New Sound in Kumariawas" - Curriculum Recommendation: 9th grade: Asian and African Culture Studies, Topic 4. This video tape deals with the fundamental problems of community development in India. The action is set in one of India's half million villages, Kumariawas, and is concerned primarily with an explanation of the self-help program, which many have said is the key to development in that country.

The efforts of a dynamic "serpanch," or Chairman of the Council are followed as he encourages the villagers to help themselves. He is seen as chief fundraiser and technical expert. His first project is to acquire a diesel engine which will run a flour mill and a band saw--small things in the industrialized world, but a great step forward to a new way of life for an Indian village. The "serpanch," a real agent of change, is constantly trying to persuade the villagers to improve their methods of farming and to contribute a substantial portion of their hard-won earnings for a secondary school.

13. The Treasures of Florence - Curriculum Recommendation: 10th grade: European Culture Studies, Topic 4; Available in color. The value of preserving the great cultural heritages of the world is unchallenged. Natural disasters that threatened our heritage of the past, as well as man made threats posed by destroying the old to make way for the new are not uncommon. This video tape takes a close look at the flood which ravaged the beautiful city of Florence in 1966 and the efforts undertaken to restore the damage after that flood.

One of the art genre threatened by the flood waters was the frescoes. The onrushing waters destroyed and damaged many priceless and valuable works of art. In special filming at the Metropolitan Museum of Art and in Florence, the program demonstrates how frescoes were made centuries ago, how modern science has succeeded in peeling off the various layers and exposing even the preliminary drawings of the artists which have been hidden for centuries. Then modern scientific restoration is applied to the preservation of these priceless frescoes.

The galleries of Florence, its libraries and archives, its palaces and churches all suffered during the flood, and this UN Report clearly demonstrates how the various art forms were rescued and safeguarded against further injury, and finally restored.

14. World Wide Communications - Curriculum Recommendation: 9th grade: Asian and African Culture Studies, Topic 1; 10th grade: European Culture Studies, Topics 1 and 8; 11th grade: American History, Topic 4 and elsewhere when applicable. The skies above us may look empty, but in fact they are filled, day and night, with the essential traffic of our communities: broadcasting and television, air traffic control, marine navigation, police and fire service messages, weather forecasts for farmers and fishermen, even the subtle and complex signals that link astronauts to their ground base.

To keep this busy and vital information from getting tangled up, it is necessary to use the electro-magnetic spectrum with wisdom and care; and since radio waves do not respect national boundaries, this work cannot be done by one nation alone.

The video tape shows how man uses the air for communication and how past confusion and inconvenience (and sometimes past disaster, as in the case of the sinking of the S. S. Titanic in 1912) have led nations to the conference table to sort out and agree upon the use of the thousands of invisible highways that crisscross in the sky above us.

15. Apartheid - Twentieth Century Slavery - Curriculum Recommendation: 9th grade: Asian and African Culture Studies, Topics 2 and 3. The rich land which occupies the southern subcontinent of Africa sustains 2 0 million people of differing races. The relations among these races have concerned the United Nations since the earliest months of its existence and remain in 1970 a problem both acute and inflammatory.

The video tape will set out the principal geographic and ethnic facts about South Africa and will show, mainly in the spoken words of leaders from other countries--principally African ones--how the particular character of segregation of South Africa has developed into a threat to world peace.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: UN Report - Focus on Peace
LENGTH: 30 min.
PRODUCING AGENT: United Nations
NUMBER OF PROGRAMS: 8
AUDIENCE: Secondary and Adult
TEACHER AND SELF-INSTRUCTION STUDENT GUIDE AVAILABLE

The League of Nations

Through the use of contemporary newsreels, interviews, and a silent film technique, the following two video tapes depict the rise and ultimate failure of the League of Nations.

1. The First Experiment (Color). Develops the background which contributed to the foundation of the League; the men who shaped it; the organization of the League, and how it operated. In addition, the political climate of the 1920's is explored, indicating the growth of the seeds of the League's failure.

2. The Decline and Fall of the League (Color). Discusses the Charter of the League; the men who gave the League its strength; the operation of the League's auxiliary programs and its temporary successes. It then depicts the men and events which led to the League's failure in the 1930's and how the League turned its emphasis to humanitarian work rather than the earlier emphasis upon peace and disarmament.

3. 1945 - Year of Decision. Through the use of extensive newsreel footage and personal interviews, this video tape discusses one of the most momentous years in human history - 1945. It depicts the last days of World War II setting the scene for the creation of the United Nations Charter out of the nearly universal cry for peace and the prevention of any such future carnage. Comparisons are made by men who were present at the founding of the League and the United Nations as to the U.N.'s chances for success and the ways in which it differs from the League.

4. International Court of Justice. Using old film footage and interviews with retiring Judge Philip C. Jessup, the purpose of the Court, its organization, and the historical background of international law are developed. Several cases which have been successfully and impartially heard are presented. Judge Jessup also discusses the potential of the Court, its weaknesses, and how it might be strengthened.

5. No Other Choice. No Other Choice is a historical, pictorial review of the growth of international cooperation focusing upon such agencies as the International Telecommunications Union, International Civil Aviation Organization, the World Health Organization, the International Labor Organization, and many others. Its purpose is to illustrate the United Nations' role not as a forum of controversy but as an organization which offers an alternative to war and devastation through international cooperation and peace.

6. Super Powers. Set against the backdrop of the cold war and the threat of a nuclear holocaust, this video tape describes the tensions which have resulted from the emergence of the two nuclear super powers, the U.S.S.R. and the U.S.A. and how this bipolarization has affected the U.N. in a series of crises ranging from Greece through Vietnam. The video tape also depicts areas in which the two powers have been able to reach some understanding both within and outside of the U.N.

7. Dialogue Against Death. Dialogue Against Death deals specifically with one of the U.N.'s major concerns, disarmament. The video tape dramatically illustrates the tremendous toll warfare has placed upon mankind in terms of human life and its resources and how nuclear warfare poses a threat to man's very survival. Particular attention is given to progress made in disarmament during the 1960's and the hope held for success in the current negotiations.

8. E-Way - Europe's Route to International Cooperation (Color). Using interviews with European economists, this video tape shows how the Economic Commission for Europe under the Secretariat has contributed to European unity and cohesion. It illustrates how Europe, faced with two distinct economic systems, a market economy and a planned economy, has managed to surmount international tensions by emphasizing technological and economic cooperation and how in the future it also hopes to solve ecological problems facing all Europeans regardless of international boundaries.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE & FILM

TITLE: Demonstrations of Selected Instructional Materials for Special Education Programs
LENGTH: 30 min.
PRODUCING AGENT: New York State Education Department
NUMBER OF PROGRAMS: 4
AUDIENCE: Teacher Preparation, Teachers, and Other Professionals

CONTENT: These four programs were taped at the Third Annual Conference for Teachers of Brain Injured Children in New York State. Mr. Raphael F. Simches, Chief, Bureau for Physically Handicapped Children and Mrs. Martha B. Bernard, New York Association for Brain Injured Children, give opening and closing statements. Dr. Daniel Ringelheim, associate professor, Educational Psychology, New York University, describes each program and introduces the instructors.

1. Program Reading - Muriel Garten, reading consultant, BOCES's District #1, Westchester County, leads a child through a "Go-Fish" game designed to build a sight vocabulary. Reading skills are reinforced by the use of a programed reader and an electric typewriter.

2. Visual Perception-The Frostig Program - Mrs. Ruth Dresher, reading consultant, New York City Public Schools, demonstrates a lesson with a group of brain injured youngsters that stresses the concepts of visual, kinesthetic, and tactile discrimination. The worksheet exercises in the figure-ground area of the Frostig Visual Perception program are also dealt with.

3. Structural Arithmetic - Margaret Stern, coauthor of the Stern Structural Arithmetic workbook, K-3 uses counting and pattern boards to sequentially develop the numerical concept of 10.

4. Optometric Theory - Dr. Myron N. Weinstein, Chief, Developmental Vision Clinic, Optometric Center of New York describes and illustrates a series of activities designed to harmoniously organize visual-motor movements.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE

TITLE: Help - Techniques for Remedial Reading
LENGTH: 32-38 min.
PRODUCING AGENT: New York State Education Department--Division for Handicapped Children, Special Education Instructional Materials Center
NUMBER OF PROGRAMS: 4
AUDIENCE: Teachers, Teachers-in-training, and Other Professionals

CONTENT:

1. Help in Auditory Perception - 36:40 minutes - The introduction of the three students includes a brief diagnostic statement of the learning problems, a survey of the severity of the problem, and a description of materials and tasks assigned to the students for independent study.

During her conference with James, the 8½-year-old-star of the film, Miss Garten reviews the results of his performance on the Botel Reading Inventory Test and the Roswell Chall Diagnostic Test. Attention is drawn to the student's strengths before selecting the weak area and target for this lesson. Miss Garten and James record the prescription or plan of action in a "diary."

For James the prescription calls for the use of games, language master, and some spelling and reading words to help him learn the oo and mm sounds. "Familiar words" are used in the picture reading to assure success. James is taught to connect the sounds when sounding, and interest is added to a lotto-type game by use of a stop watch. A spelling pocket is used to emphasize the beginning, middle, and ending sounds of the words. Frequent checking with the prescription keeps James aware of tasks to be completed. Behavior modification techniques are used in conjunction with the reading list when James puts a token in the bank for each correct response. At the end of the lesson he may take the tokens to the store to trade for a prize.

Glimpses of Sharad and David, as they continue their independent study in the cubicles, are shown throughout the film.

Miss Garten explains, in detail, her philosophy of instruction upon which these lessons are based. (approximately last 8 minutes of film)

2. Help in Word Analysis Skills - 37:40 minutes - The introduction describes the learning patterns of the students and relates the independent study activity to the objective for each student. Miss Garten and Sharad, the star of the film, review the previous lesson in which Sharad reads a story with the "read-along-tape." A suitable objective, to learn the "b" sound, is selected by reviewing the performance on the Botel Reading Invetory Test and the Roswell Chall Diagnostic Test. Miss Garten's evaluation of Sharad's learning pattern leads her to use a kinesthetic approach in combination with the visual and auditory techniques. Miniature objects with a "B" box, picture cards with "B" sound in different positions, a pocket chart with letter and scribble letters, and behavior modification are among the techniques demonstrated in this lesson. Contracts which were drawn up with each child in a pre-program planning meeting are reviewed and discussed with the students.

3. Help in Visual Perception - 32 minutes - In the beginning conference, Miss Garten and David review the terms of the contract for behavior and the number of tokens he has saved. David's performance on the reading tests indicates that his "eyes play tricks" on him. Miss Garten is shown administering the Botel Reading Inventory Test before writing the prescription. The objective of this lesson is to have David increase visual memory. Activities to improve memory include placing small objects, number, and alphabetical cards behind a screen, exchanging the sequence and number, visual teaching of symbols, numbers and letters, and the use of the typewriter.

In addition to these activities, guaranteed success and positive reinforcement permeate the entire lesson. This lesson demonstrates an effective use of media as an integral part of a lesson planned to help a student achieve a stated goal.

NEW YORK STATE EDUCATION DEPARTMENT
VIDEO TAPE AND 16MM FILM

TITLE: This Child
LENGTH: 30 min.
TALENT: Moderator: Dr. Morris Shamos, Chairman
Department of Physics
New York University
PRODUCING AGENT: Educational Broadcasting Corporation
NUMBER OF PROGRAMS: 2
AUDIENCE: Teachers, Other Professionals, and Adults

1. TITLE: Who Is This Child?

CONTENT: Who is this child who is emotionally disturbed? How do we define those who are emotionally disturbed? How do we find that child in the school or home? These questions are investigated by employing the technique of a case study. Two illustrations of educational programs dealing with emotionally handicapped children are presented. An autistic child is shown in a public school class setting and an acting-out aggressive child is pictured attending a special residential school. The difficulty of forming a definition for the term "emotionally disturbed" that will be satisfactory in every case and the problem of constructing a working description by which a child is identified is further elaborated upon by the discussion panel. The participants also discuss the recently mandated legislation for emotionally handicapped children and then amplify points raised by the film segment of the program.

Participants: Mrs. Aurelia Allen, Guidance Counselor
New York City Board of Education

Dr. Kenneth A. Handcock, Child Psychiatrist
Albany Medical College

Dr. Philip B. Langworthy, Assistant Commissioner for
Pupil Personnel Services and Continuing Education
State Education Department

2. TITLE: Who Shall Help This Child?

CONTENT: The help that may be given to an emotionally disturbed child is found in many forms. It may be medical in nature, in psychiatric guidance, or in educational programing. This presentation surveys special educational programs suited to the emotionally handicapped child's individual requirements and capabilities. Education facilities such as a special residential school, a BOCES special class program, the use of a resource room, use of volunteer "Teacher-Moms," are all effectively explored.

Recent mandated legislation has enlarged the scope of educational services to the emotionally handicapped child. In the second half of this program, the participants explore the provisions of the mandate, comment upon the points raised in the film segment of the program, and answer the question, "Who Shall Help This Child?"

Participants:	Dr. Paul Irvine, Director Special Education Northern Westchester BOCES
	Mrs. Mildred Huberman, Chairman New York City Guidance Council
	Dr. Harris Karowe, Psychiatrist